

UNIVERSITY OF THE PUNJAB

NOTIFICATION

The Syndicate at its meeting held on 09-07-2026 approved the recommendations of the Academic Council made at its meeting dated 13-05-2026 regarding revised Curriculum/Course Outlines of BS Sociology (4-Years) Program with effect from the Academic Session Fall 2026.

The Revised Curriculum/Course Outlines of BS Sociology (4-Years) Program is attached, vide Annexure 'A'.

**Admin. Block,
Quaid-i-Azam Campus,
Lahore.**

**Sd/-
Dr. Ahmad Islam
Registrar**

No. D/ 3520 /Acad.

Dated: 10-08-2026.

Copy of the above is forwarded to the following for information and further necessary action: -

1. The Dean, Faculty of Behavioral & Social Sciences
2. The Director, Institute of Social & Cultural Studies
3. Director (IT) for placement at website
4. Secretary to the Vice-Chancellor
5. Secretary to the Registrar
6. Assistant Registrar (Statutes)
7. Assistant Registrar (Syndicate)
8. Assistant Registrar (Syllabus)


Assistant Registrar (Academic)
for Registrar



Program Curriculum

BS in SOCIOLOGY



**Institute of Social and Cultural Studies
University of the Punjab
Lahore**

Programme	BS in Sociology				
Duration	4 Years	Semesters	08	Credit hours	138
Department	Institute of Social And Cultural Studies				
Faculty	Behavioral and Social Sciences				
Department Introduction					
The Institute of Social and Cultural Studies (ISCS) at the University of the Punjab has a rich academic legacy rooted in the establishment of the Department of Sociology in 1954. The department was founded with the assistance of Dr. John B. Edlefsen of Washington State University, Pullman, who joined the university through the Inter-College Exchange Program. Regular MA classes began in September 1955 with 35 students, consisting of 26 males and 9 females. Over the decades, the department expanded significantly, introducing multiple academic programs. Recognizing its growth and contributions, it was elevated to an institute on December 5, 2006. The student body has expanded significantly, growing from 35 in 1955 to 100 in 2001, and exceeding 2,500 by 2024.					
Department Vision					
We are committed to establishing indigenous sociological knowledge and applying our professional research skills to influence social policies, thereby promoting meaningful social change within our cultural context.					
Department Mission					
The Institute aims to equip graduates with comprehensive theoretical foundations and advanced methodological skills, enabling them to critically analyze and interpret the complexities of societal structures and dynamics. This academic grounding empowers students to engage in contemporary social challenges thoughtfully and effectively, fostering informed and impactful contributions to society.					
Department Goals					
• Promote academic excellence by offering high-quality educational programs and maintaining a rigorous, comprehensive curriculum aligned with international standards. • Foster a vibrant research culture by supporting innovative and impactful research through adequate resources and mentorship for both faculty and students. • Leverage professional research expertise to inform, shape, and influence evidence-based social policies.					

- Cultivate a student-centered learning environment that supports both academic achievement and personal development.
- Strengthening institutional partnerships at the local, national, and international levels to expand educational, research, and collaborative opportunities.
- Students will be academically equipped for successful careers in academia, administration, and related professional fields.
- Faculty and students will be actively encouraged and supported in pursuing national and international academic collaborations to advance scholarly excellence.
- Graduates of ISCS will possess the attitudes, skills, and commitment required for continuous learning and professional productivity.
- ISCS alumni will emerge as effective managerial leaders across diverse organizational contexts.
- Faculty members will demonstrate teaching excellence through the use of innovative, inclusive, and effective pedagogical strategies.

Program Introduction

The Bachelor of Science in Sociology is a thoughtfully designed four-year program that adheres to the HEC Undergraduate Education Policy (Version 1.1). It provides students with a comprehensive, interdisciplinary education focused on understanding how societies function, how individuals interact, how cultures develop, and how social structures shape our daily lives. The program spans eight semesters and gradually builds students' knowledge, beginning with foundational theories and advancing to more complex analytical skills. It emphasizes the application of theory to real-world situations, enabling students to connect theoretical concepts with practical experiences. From the very first day, students are encouraged to think critically and engage deeply with the world around them.

The curriculum integrates classroom learning with hands-on experiences such as community projects, case studies, research assignments, and discussions on current social issues. Students not only learn about society; they also develop the skills to analyze and influence it. Graduates of the BS Sociology are prepared for a diverse array of careers, including social research, policy analysis, community development, education, human resources management, and international development. Whether they choose to enter the workforce immediately or pursue further studies

in sociology or related fields, these graduates will possess the skills and insights necessary to make an impact both locally and globally.

Program Objectives

The Bachelor of Science (BS) in Sociology has been successfully offered since 2001. It integrates theoretical knowledge with practical experience to provide students with a comprehensive understanding of contemporary sociological issues. The program is designed to cultivate well-rounded graduates who are equipped with the knowledge, skills, and values necessary for academic, professional, and civic engagement in a rapidly changing society.

The BS Sociology program aims to develop students with the competencies to:

- Attain a solid foundation in sociological theories, concepts, and methodologies.
- Cultivate critical thinking on social issues and apply sociological perspectives to analyze and address complex societal challenges.
- Strengthening research skills in both qualitative and quantitative methods.
- Develop a deep understanding of social justice, equality, and human rights.
- Encourage active participation in initiatives that promote social change and community development.
- Gain practical experience through internships, fieldwork, and community-based learning opportunities.

Market Need / Rationale of the Program

Sociology is a core branch of the social sciences dedicated to the systematic study of human behavior, social interaction, and group life. It enables us to view our own society—and others—through a more objective and analytical lens. By examining how various elements of society are interconnected and evolve over time, sociology deepens our understanding of social structures and the far-reaching impacts of social change.

The BS Sociology program at the Institute of Social and Cultural Studies (ISCS) prepares students for a dynamic and evolving world by fostering an appreciation of diversity, a commitment to lifelong learning, and strong analytical, writing, and research skills. Students gain

a comprehensive knowledge base in human behavior, social organization, culture, and the forces that shape societal values and attitudes.

Sociology helps us understand not only how we are influenced by the groups, institutions, and systems around us, but also how we contribute to shaping them. The discipline equips students with the tools to actively engage with and influence the communities and institutions they are part of—whether through participation, leadership, or advocacy.

Moreover, sociology has practical applications in areas such as population studies, public policy, and development planning. Its statistical and analytical approaches are widely used by governments, businesses, and non-profit organizations for informed decision-making and strategic interventions. Through this program, ISCS aims to produce qualified professionals in sociology who are well-prepared to address Pakistan's socio-cultural challenges and contribute meaningfully to national development.

a. Potential students for the program

Candidates who have successfully completed F.A., F.Sc., or an equivalent qualification with a minimum of Second Division are eligible to apply for admission to the BS Sociology program. Applicants with a Third Division are not eligible for admission.

b. Potential Employers

Graduates of the BS Sociology program have a wide range of career opportunities across the public, private, and development sectors. Potential employers include:

- **Government Departments:** Health and Population Welfare Department, Social Welfare Department, Women Development Department, Pakistan Bureau of Statistics, and related public sector institutions.
- **Non-Governmental Organizations (NGOs):** National Rural Support Programme (NRSP), Shirkat Gah, Green Star Social Marketing, Rahnuma – Family Planning Association of Pakistan, among others.

- **International Development Organizations:** United Nations (UN), United States Agency for International Development (USAID), the World Bank, and other global institutions engaged in social development, policy, and research.

These sectors offer roles in research, planning, monitoring and evaluation, social mobilization, policy development, community engagement, and program implementation.

c. Academic Projections

While academic programs in Sociology are offered by many public and private universities across the country, the Sociology programs at the Institute of Social and Cultural Studies (ISCS), University of the Punjab, stand out as the oldest and largest in Pakistan, running since 1955. Our Institute has played a pioneering role in the development of Sociology as a discipline nationwide. A significant number of faculty members serving in Sociology departments across Punjab and the federal capital are proud alumni of ISCS. Graduates of our program hold senior positions in diverse government and private sector organizations, both within Pakistan and internationally. Many of our students have earned prestigious international scholarships—including Fulbright, Commonwealth, and Erasmus Mundus—and are pursuing advanced degrees at renowned institutions around the world.

d. Faculty

The Institute of Social and Cultural Studies (formerly Department of Sociology) has been offering a Master's Program in Sociology since 1955 and a BS in Sociology since 2001. Our permanent faculty members possess strong academic backgrounds and extensive experience in teaching a wide range of courses across the discipline. Their expertise spans diverse subfields within Sociology, and many have received training and advanced education both nationally and internationally. Additionally, the Institute regularly engages subject specialists as visiting faculty. This includes a large pool of experienced professionals and academics from within the University of the Punjab as well as from other reputable institutions. These visiting faculty members contribute to selected courses, ensuring a well-rounded and dynamic learning experience for students. Special lectures and seminars are regularly organized for students, featuring renowned scholars and subject experts from both within the country and abroad. These sessions enrich the academic experience by exposing students to advanced knowledge, current research, and global perspectives in the field of Sociology.

d. Physical Facilities

The Institute of Social and Cultural Studies (ISCS) offers adequate infrastructure and resources to effectively support the BS Sociology program. These include well-equipped classrooms, a computer lab, and a library. All classrooms are equipped with multimedia facilities for lectures and other audiovisual presentations. The computer lab features computers with essential software, such as SPSS and GIS applications, along with a full-time lab attendant to assist users. The Institute's library has a good collection of books and journals, available in both digital and print formats for students and faculty. In addition to the full-time faculty, there is designated office space for visiting faculty. The Institute also has a large auditorium with a seating capacity of approximately 130, as well as four conference rooms. These spaces are regularly used for conferences and seminars.

Admission Eligibility Criteria

To be eligible for admission to the BS Sociology program at the Institute of Social and Cultural Studies (ISCS), applicants must meet the following requirements:

- **Academic Qualification:** Intermediate (F.A., F.Sc., I.Com, or equivalent)
- **Years of Study Completed:** Minimum 12 years of formal education
- **Minimum Grade Requirement:** As per the University of the Punjab admission policy (minimum Second Division)
- **Entry Test (if applicable):** Subject to the University of the Punjab's admission requirements

Note: Applicants with a Third Division are not eligible for admission.

Program Structure

The institute of social & Cultural Studies (ISCS) has designed the Bachelor of Science in Sociology program in line with the guidelines set forth by the HEC Undergraduate Education Policy (Version 1.1). The program requires a minimum of 131 credit hours, which includes a supervised internship and a capstone project (Thesis), and is structured over eight regular semesters. Below is a summary categorizing the courses as per HEC recommendations, credit hours per semester along with any differences in credit hours noted:

Categorization of Courses as per HEC Recommendation and Difference

Semest er	Cours es	Category (Credit Hours)					Semester Course Load Credit Hours
		General Educatio n Courses	Major	Interdiscipli nary	Any Oth er+ caps tone	Semester Load Credit Hours	
1	7	12	3	3		18	18
2	7	9	9	0		18	18
3	8	6	12	0		18	18
4	7	7	9	0		16	16
5	6	0	12	3		15	15
6	6	1	12	3		16	16
7	7	0	12	3	3	18	15
8	6	1	12	0	6	19	13
Total		36	81	12	9	138 Credit Hours	
HEC Guidelines		32	81	12	6	131	
Difference (HEC &) PU		4	--	--	3 Credit Hours	7 *Credit Hours	
*4 Credit Hours of General Education Courses (Understanding of Holy Quran, ISCS is offering 6 Credit Hours Capstone-Thesis instead of 3 Credit Hours.							

*Core: Compulsory, Basic: Foundation, Major Electives: Professional Minor Electives: Specialization

Note: The course/column heads are customizable according to nature and level of the program.

Scheme of Studies / Semester-Wise Workload

#	Course Title	Course type	Credits Hours
Semester – I			
1	Quantitative Reasoning 1	General Education	3
2	Introduction to Geography (Natural Sciences)	General Education	3
3	Functional English	General Education	3
4	Application of Information and Communication Technology	General Education	3
5	Fundamentals of Sociology	Major	3
6	Introduction to Anthropology	Interdisciplinary	3
7	Understanding of Holy Quran	General Education	0
Total Credit Hours of Semester			18
Semester- II			
1	Quantitative Reasoning 2	General Education	3
2	Pakistan Studies	General Education	2

3	Philosophical Foundation of Social Thought	Major	3
4	Sociology of Family & Marriage	Major	3
5	Sociology of Gender Issues	Major	3
6	Expository Writing	General Education	3
7	Understanding of Holy Quran	General Education	1
	Total Credit Hours of Semester		18
	Semester –III		
1	Classical Sociological Theory	Major	3
2	Basics of Social Research	Major	3
3	Rural Sociology	Major	3
4	Environmental Sociology	Major	3
5	Logic & Critical Thinking (Arts & Humanities)	General Education	2
6	Islamic Studies	General Education	2
7	Ideology & Constitution of Pakistan	General Education	2
8	Understanding of Holy Quran	General Education	0
	Total Credit Hours of Semester		18
	Semester-IV		
1	Sociology of Development	Major	3
2	Contemporary Sociological theory	Major	3
3	Urban Sociology	Major	3
4	Introduction to Political Science (Social Sciences)	General Education	2
5	Civics & Community Engagement	General Education	2
6	Entrepreneurship	General Education	2
7	Understanding of Holy Quran	General Education	1
	Total Credit Hours of Semester		16
	Semester-V		
1	Introduction to Demography	Interdisciplinary	3
2	Sociology of Deviance & Crime	Major	3
3	Sociology of Human Rights	Major	3
4	Sociology of Media	Major	3
5	Sociology of Stratification	Major	3
6	Understanding of Holy Quran	General Education	0
	Total Credit Hours of Semester		15
	Semester- VI		
1	Introduction to Public Policy	Interdisciplinary	3
2	Social Research Methods & Data Analysis	Major	3
3	Sociology of Health	Major	3
4	Organizational Behavior	Major	3
5	Project Planning & Management	Major	3
6	Understanding of Holy Quran	General Education	1
	Total Credit Hours of Semester		16
	Semester – VII		
1	Sociology of Education	Major	3

2	Sociology of Globalization	Major	3
3	Economic Sociology	Major	3
4	Migration and Society	Major	3
5	Introduction to Social Work	Interdisciplinary	3
6	Understanding of Holy Quran	General Education	0
	Total Credit Hours of Semester		15
	Semester – VIII		
1	Digital Sociology	Major	3
2	Clinical Sociology	Major	3
3	Management of Resettlement & Rehabilitation	Major	3
4	Social Psychology	Major	3
	Understanding of Holy Quran		1
	Total Credit Hours of Semester		13
	Total Credit Hours of Courses		129
	Internship (During Summer Break after Semester 6)		3
	Capstone(Thesis) – Semester VIII		6
	TOTAL CREDIT HOURS OF BS in SOCIOLOGY		138

Research Thesis / Project /Internship		
03 Credit Hours Internship (Summer Break after Semester 6) 06 Credit Hours Capstone (Thesis) (in Semester VIII)		
Award of Degree		
HECs Graduate Education Policy 2023 and University of the Punjab Lahore rules		
NOC from Professional Councils (if applicable)		
Not applicable		
Faculty Strength		
Degree	Area/Specialization	Total
PhD	Social Research Methods, Human Rights, Migration, Health & Illness, Gender, Politics, Education, Crime, Disaster, Urbanization, Media, displacement, Social Inequality, Intersectionality, Inclusion, Diversity & Equity	10
MPhil	Gender, Religion, displacement, Quantitative Research	01

Total					11
Present Student Teacher Ratio in the Department					
Total Faculty	11	Total Students	2300	Ratio	209:1
Course outlines separately for each course					

Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Quantitative Reasoning-I				
Course Introduction					
Quantitative Reasoning-I is an introductory-level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students’ abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major field of study.					
Learning Outcomes					
On the completion of the course, the students will:					
1. Fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately; 2. Understanding of fundamental mathematical and statistical concepts; 3. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts, and equations etc.					
Course Content				Assignments/Readings	
Week 1	Chap 1: Numerical Literacy • Number system and basic arithmetic operations			Reading: Bennett & Briggs (2022), Chapter 1 (Thinking Critically) & Chapter 2 (Approaches to Problem Solving). Assignment: Exercise set on number properties and order of operations.	
Week 2	• Units and their conversions, area, perimeter and volume			Reading: Madison & Steen (2003), Chapter on Units and Measures. Assignment: Practical problem set involving unit conversions (metric vs. imperial) and geometric calculations.	

Week 3	• Rates, ratios, proportions and percentages • Types and sources of data	Reading: Bennett & Briggs (2022), Chapter 3 (Numbers in the Real World). Assignment: Solve word problems involving percentage change and ratios. Bring a dataset example (news article) to class.
Week 4	• Measurement scales	Reading: Ellis & Gulick (1999), Section on Measurement Theory. Assignment: Identify variables in a sociological survey and classify them by measurement scale (Nominal, Ordinal, Interval, Ratio).
Week 5	• Tabular and graphical presentation of data	Reading: Rosen (2019), Chapter on Discrete Probability Distributions (Graphing section). Assignment: Create a frequency table and histogram using provided raw data.
Week 6	• Quantitative reasoning exercises using number knowledge	Reading: Review Bennett & Briggs Chapters 1-3. Assignment: Quiz 1: Numeracy and basic data presentation.
Week 7	Chap 2: Fundamental Mathematical Concepts • Basics of geometry (lines, angles, circles, polygons etc.)	Reading: Ellis & Gulick (1999), Chapter on Geometry. Assignment: Prove basic geometric theorems and solve area problems for composite shapes.
Week 8	• Sets and their operations	Reading: Rosen (2019), Chapter 2 (Sets, Functions, Sequences). Assignment: Solve problems involving Union, Intersection, and

		Complement using Venn diagrams.
Week 9	Relations, functions, and their graphs	Reading: Rosen (2019), Chapter 2 (Functions). Assignment: Identify domain and range of functions; graph linear functions.
Week 10	Exponents, factoring and simplifying algebraic expressions	Reading: Ellis & Gulick (1999), Chapter on Algebraic Expressions. Assignment: Problem set on simplifying complex algebraic fractions and factoring polynomials.
Week 11	Algebraic and graphical solutions of linear and quadratic equations and inequalities	Reading: Madison & Steen (2003), Chapter on Mathematical Models. Assignment: Solve systems of linear equations graphically and algebraically.
Week 12	Quantitative reasoning exercises using fundamental mathematical concepts	Reading: Review Rosen Chapter 2. Assignment: Quiz 2: Algebra and Functions. Submission of a short report modeling a real-world scenario using linear equations.
Week 13	Chap 3: Fundamental Statistical Concepts Population and sample; Graphical presentation of data	Reading: Bennett & Briggs (2022), Chapter 5 (Visual Displays of Data). Assignment: Differentiate between population parameters and sample statistics. Construct a pie chart from provided data.
Week 14	- Summarizing data; Measures of central tendency, dispersion and their applications; - Rules of counting (multiplicative, permutation and combination)	Reading: Rosen (2019), Chapter 6 (Counting Rules); Bennett & Briggs (2022), Chapter 6 (Describing Data). Assignment: Calculate

		Mean, Median, Mode, and Standard Deviation for a dataset. Solve permutation/combination problems.
Week 15	Basic concept of probability; Applications of a priori and relative frequency approach	Reading: Bennett & Briggs (2022), Chapter 7 (Probability). Assignment: Calculate probabilities of independent and dependent events.
Week 16	Quantitative reasoning exercises using fundamental statistical concepts	Reading: Review Statistical Concepts chapters. Assignment: Final Quiz: Statistics and Probability applications.
Textbooks and Reading Material		
Madison, B. L., & Steen, L. A. (Eds.). (2003). <i>Quantitative reasoning: Tools for today's informed citizen</i> . National Council on Education and the Disciplines. Madison, B. L., & Brusca, D. M. (2001). <i>Quantitative reasoning for the information age</i> . Mathematical Association of America. Ellis, W., & Gulick, D. (1999). <i>Fundamentals of mathematics</i> . Addison-Wesley. Zaslow, E. (2013). <i>Quantitative reasoning: Thinking in numbers</i> . Great Courses. Bueno de Mesquita, E., & Fowler, A. (2021). <i>Thinking clearly with data: A guide to quantitative reasoning and analysis</i> . Princeton University Press. Bennett, J. O., & Briggs, W. L. (2022). <i>Using and understanding mathematics: A quantitative reasoning approach</i> (8th ed.). Pearson. Rosen, K. H. (2019). <i>Discrete mathematics and its applications</i> (8th ed.). McGraw-Hill Education.		
Teaching Learning Strategies		
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course		
Assignments: Types and Number with Calendar		
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.		
Assessment		
Sr. No.	Elements	Weightage
		Details

1.	Midterm Assessment	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit hours	3
Course Title	Fundamentals of Geography (Natural Sciences)				
Course Introduction					
This course provides an essential foundation in geography for students, emphasizing the spatial dimensions of human society and the interaction between people and their environments. It explores key geographic concepts, population distribution, human economic activities, settlement patterns, and the global divides between developed and developing regions. Through practical engagement with maps and spatial analysis tools, students will gain the skills to interpret geographic data. The course also introduces contemporary challenges such as global inequality, resource distribution, and technological advancements shaping the future of geography in a rapidly changing world.					
Learning Outcomes					
On the completion of the course, the students will:					
1. To familiarize students with fundamental concepts, tools, and branches of geography. 2. To provide students with an understanding of the various theories and paradigms of the subject. 3. To develop students’ ability to interpret maps and spatial data, and to understand global development dynamics through a geographical lens.					
Course Content					Assignments/Readings
Week 1	• Reading: Knox & Marston (2003), Chapter 1 (Geography Matters). Assignment: Short written reflection: "Why does Geography matter to Sociology?"				Reading: Knox & Marston (2003), Chapter 1 (Geography Matters). Assignment: Short written reflection: "Why does Geography matter to Sociology?"
	• Reading: Rowntree et al (2004), Introduction & Tools section. Assignment: Lab Activity: Introduction to Google Earth Pro. Locate and mark key geographical features.				Reading: Rowntree et al (2004), Introduction & Tools section. Assignment: Lab Activity: Introduction

		to Google Earth Pro. Locate and mark key geographical features.
Week 2	Reading: Knox & Marston (2003), Chapter 3 (Population). Assignment: Analyze a population pyramid of Pakistan and discuss its social implications.	Reading: Knox & Marston (2003), Chapter 3 (Population). Assignment: Analyze a population pyramid of Pakistan and discuss its social implications.
	Reading: Blij, H.J.D. (2002), Chapter on Economic Geography. Assignment: Map the distribution of major agricultural zones in Pakistan.	Reading: Blij, H.J.D. (2002), Chapter on Economic Geography. Assignment: Map the distribution of major agricultural zones in Pakistan.
Week 3	Reading: Review Units 1-3. Assignment: Quiz 1: Multiple choice and short questions on concepts covered.	Reading: Review Units 1-3. Assignment: Quiz 1: Multiple choice and short questions on concepts covered.
	Reading: Hagget, P. (1997), Chapter on Maps and Mapping. Assignment: Practical: Identify features on a Topographic map using legends and scales.	Reading: Hagget, P. (1997), Chapter on Maps and Mapping. Assignment: Practical: Identify features on a Topographic map using legends and scales.
Week 4	Reading: Becker & Secker (2002), Chapter on Spatial Analysis. Assignment: Group Work: Mapping social inequality (identify slums vs. planned areas on a city map).	Reading: Becker & Secker (2002), Chapter on Spatial Analysis. Assignment: Group Work: Mapping social inequality (identify slums vs. planned areas on a city map).
	Assignment: Preparation for Midterm Examination.	Assignment: Preparation for Midterm Examination.
Week 5	Reading: Lewis et al (2001), Chapter on Settlement Patterns.	Reading: Lewis et al (2001), Chapter on Settlement Patterns. Assignment: Compare Burgess Concentric

	Assignment: Compare Burgess Concentric Zone Model with a map of Lahore.	Zone Model with a map of Lahore.
	Reading: Neuwirth, R. (2004), "Shadow Cities" (Introduction). Assignment: Case Study Analysis: Rural-urban migration trends in Pakistan.	Reading: Neuwirth, R. (2004), "Shadow Cities" (Introduction). Assignment: Case Study Analysis: Rural-urban migration trends in Pakistan.
Week 6	Reading: Knox & Marston (2003), Chapter 9 (Development). Assignment: Debate preparation: Is the "Global South" a valid geographic concept?	Reading: Knox & Marston (2003), Chapter 9 (Development). Assignment: Debate preparation: Is the "Global South" a valid geographic concept?
	Reading: Harper, H.L. (2003), Chapter on Resource Distribution. Assignment: Write a short critique on resource distribution in developing countries.	Reading: Harper, H.L. (2003), Chapter on Resource Distribution. Assignment: Write a short critique on resource distribution in developing countries.
Week 7	Reading: Rowntree et al (2004), Chapter on Future Challenges. Assignment: Presentation on SDGs (Sustainable Development Goals) and their spatial relevance.	Reading: Rowntree et al (2004), Chapter on Future Challenges. Assignment: Presentation on SDGs (Sustainable Development Goals) and their spatial relevance.
	Reading: Selected article on GIS applications in Disaster Management. Assignment: Practical: Use an online GIS portal to analyze flood risk data.	Reading: Selected article on GIS applications in Disaster Management. Assignment: Practical: Use an online GIS portal to analyze flood risk data.
Week 8	Reading: Knox & Marston, Epilogue. Assignment: Submit final term paper (Topic: Spatial analysis of a social issue).	Reading: Knox & Marston, Epilogue. Assignment: Submit final term paper (Topic: Spatial analysis of a social issue).

Week 9	• Assignment: Review of key concepts and maps.	Assignment: Review of key concepts and maps.
	• Assignments/Readings	Reading: Knox & Marston (2003), Chapter 1 (Geography Matters). Assignment: Short written reflection: "Why does Geography matter to Sociology?"
Week 10	• Reading: Knox & Marston (2003), Chapter 1 (Geography Matters). Assignment: Short written reflection: "Why does Geography matter to Sociology?"	Reading: Rowntree et al (2004), Introduction & Tools section. Assignment: Lab Activity: Introduction to Google Earth Pro. Locate and mark key geographical features.
	• Reading: Rowntree et al (2004), Introduction & Tools section. Assignment: Lab Activity: Introduction to Google Earth Pro. Locate and mark key geographical features.	Reading: Knox & Marston (2003), Chapter 3 (Population). Assignment: Analyze a population pyramid of Pakistan and discuss its social implications.
Week 11	• Reading: Knox & Marston (2003), Chapter 3 (Population). Assignment: Analyze a population pyramid of Pakistan and discuss its social implications.	Reading: Blij, H.J.D. (2002), Chapter on Economic Geography. Assignment: Map the distribution of major agricultural zones in Pakistan.
	• Reading: Blij, H.J.D. (2002), Chapter on Economic Geography. Assignment: Map the distribution of major agricultural zones in Pakistan.	Reading: Review Units 1-3. Assignment: Quiz 1: Multiple choice and short questions on concepts covered.
Week 12	• Reading: Review Units 1-3. Assignment: Quiz 1: Multiple choice and short questions on concepts covered.	Reading: Hagget, P. (1997), Chapter on Maps and Mapping. Assignment: Practical: Identify features on a Topographic map using legends and scales.
	Reading: Hagget, P. (1997), Chapter on Maps and Mapping.	Reading: Becker & Secker (2002), Chapter on Spatial Analysis.

	Assignment: Practical: Identify features on a Topographic map using legends and scales.	Assignment: Group Work: Mapping social inequality (identify slums vs. planned areas on a city map).
Week 13	Reading: Becker & Secker (2002), Chapter on Spatial Analysis. Assignment: Group Work: Mapping social inequality (identify slums vs. planned areas on a city map).	Assignment: Preparation for Midterm Examination.
	Assignment: Preparation for Midterm Examination.	Reading: Lewis et al (2001), Chapter on Settlement Patterns. Assignment: Compare Burgess Concentric Zone Model with a map of Lahore.
Week 14	Reading: Lewis et al (2001), Chapter on Settlement Patterns. Assignment: Compare Burgess Concentric Zone Model with a map of Lahore.	Reading: Neuwirth, R. (2004), "Shadow Cities" (Introduction). Assignment: Case Study Analysis: Rural-urban migration trends in Pakistan.
	Reading: Neuwirth, R. (2004), "Shadow Cities" (Introduction). Assignment: Case Study Analysis: Rural-urban migration trends in Pakistan.	Reading: Knox & Marston (2003), Chapter 9 (Development). Assignment: Debate preparation: Is the "Global South" a valid geographic concept?
Week 15	Reading: Knox & Marston (2003), Chapter 9 (Development). Assignment: Debate preparation: Is the "Global South" a valid geographic concept?	Reading: Harper, H.L. (2003), Chapter on Resource Distribution. Assignment: Write a short critique on resource distribution in developing countries.
	Reading: Harper, H.L. (2003), Chapter on Resource Distribution. Assignment: Write a short critique on resource distribution in developing countries.	Reading: Rowntree et al (2004), Chapter on Future Challenges. Assignment: Presentation on SDGs (Sustainable Development Goals)

		and their spatial relevance.
Week 16	Reading: Rowntree et al (2004), Chapter on Future Challenges.	Reading: Selected article on GIS applications in Disaster Management.
	Assignment: Presentation on SDGs (Sustainable Development Goals) and their spatial relevance.	Assignment: Practical: Use an online GIS portal to analyze flood risk data.
	Reading: Selected article on GIS applications in Disaster Management.	Reading: Knox & Marston, Epilogue.
	Assignment: Practical: Use an online GIS portal to analyze flood risk data.	Assignment: Submit final term paper (Topic: Spatial analysis of a social issue).
Textbooks and Reading Material		
Rowntree, L. et al (2004) "Globalization and Diversity: Geography of a Changing World" Prentice Hall, New York Neuwirth, R. (2004) "Shadow Cities: A Billion Squatters, A New Urban World" Routledge, London. Harper, H.L. (2003) "Environment and Society: Human Perspectives on Environmental Issues" Prentice Hall; (3 Edition) Knox, P.L. & S.A. Marston (2003) "Places and Regions in Global Context: Human Geography" Prentice Hall. (3 rd Edition) Becker, A. & Secker (2002) "Human Geography: Culture, Society, and Space" John Wiley and Sons. (7 th Edition) Blij, H.J.D. (2002) "Human Geography: Culture, Society, and Space" John Wiley and Sons (7 th Edition) Lewis, C.P. Mitchel-Fox & C. Dyer (2001) "Village, Hamlet and Field: Changing Medieval Settlements in Central England" Windgather Press. Paull, Knox & Sallie, A Marston. Human Geography: "Places and regions in global context", Second edition, Prentice Hall, 2001. Hagget, P. (1997): "Geography: A Modern Synthesis" Harper International, London.		
Teaching Learning Strategies		
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.		
Assignments: Types and Number with Calendar		
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.		
Assessment		

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, map reading, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
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Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Functional English				
Course Introduction					
This course is designed to equip students with essential English language skills for effective communication across a variety of real-world contexts. Emphasizing vocabulary development, grammar, and sentence structure, the course builds a strong foundation in language proficiency. Students will enhance their ability to comprehend nuanced messages and respond appropriately by applying analytical and critical thinking skills in listening and reading. The course also covers practical communication competencies such as professional writing, public speaking, and everyday conversation, preparing students for both academic and professional settings. A key focus is on fostering an awareness of how language impacts diverse audiences. Students will be encouraged to communicate inclusively and demonstrate cultural sensitivity in their language use. Ultimately, this course aims to develop students’ ability to navigate a globalized world with confidence and effectiveness in all forms of interaction.					
Learning Outcomes					
By the end of this course, students will be able to: 1. Demonstrate effective English communication skills by applying appropriate word choices, grammar, and sentence structures in both written and spoken forms. 2. Comprehend and analyze a wide range of literary and non-literary texts, as well as spoken content, to enhance critical understanding and interpretation. 3. Adapt communication strategies to diverse cultural and social contexts, recognizing intercultural variations in English language use to express ideas, opinions, and information clearly and appropriately.					
Course Content					Assignments/Readings
Week 1	1: Foundations of Functional English • Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)				Reading: Swan, M. (2016), Section on Vocabulary. Assignment: Complete vocabulary exercises on synonyms/antonyms. Write a paragraph using 5 new idioms.
Week 2	• Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons,				Reading: Azar, B. S. (2009), Chapter 1 & 2

	modifiers, articles, word classes, etc.)	(Present & Past Time). Assignment: Grammar worksheet: Correct the fragments and run-ons in a sample essay.
Week 3	Word formation (affixation, compounding, clipping, back formation, etc.)	Reading: Strauss et al (2014), Section on Word Usage. Assignment: Create a list of 20 words using different prefixes and suffixes.
Week 4	Sentence structure (simple, compound, complex and compound-complex)	Reading: Murphy, R. (2019), Units on Conjunctions and Clauses. Assignment: Combine simple sentences to create complex and compound sentences.
Week 5	Sound production and pronunciation	Reading: Handout on Phonetics. Assignment: Oral Task: Record a 2-minute speech focusing on correct pronunciation and stress.
Week 6	2: Comprehension and Analysis Understanding purpose, audience and context	Reading: Kintsch, W. (1998), Chapter on Comprehension. Assignment: Analyze a news article to identify purpose, audience, and tone.
Week 7	Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)	Reading: James & Merickel (2016), Chapter on Critical Reading. Assignment: Identify bias and stereotypes in two different news reports of the same event.
Week 8	Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)	Reading: Johns & Lenski (2017), Chapter on Reading Strategies. Assignment: Apply the

		SQ4R method to a provided academic text. Midterm Exam.
Week 9	Active listening (overcoming listening barriers, focused listening, etc.)	Reading: Verma & Raman (2017), Chapter on Listening Skills. Assignment: Listen to a TED Talk and summarize the main points.
Week 10	3: Effective Communication Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)	Reading: Verma & Raman (2017), Chapter on Communication Principles. Assignment: Rewrite a verbose paragraph to make it concise and clear.
Week 11	Structuring documents (introduction, body, conclusion and formatting)	Reading: Downes, C. (2008), Chapter on CVs and Letters. Assignment: Draft a formal letter of application.
Week 12	Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)	Reading: Handout on Inclusive Language. Assignment: Edit a text to remove gender bias and stereotypes.
Week 13	Public speaking (overcoming stage fright, voice modulation and body language)	Reading: Verma & Raman (2017), Chapter on Public Speaking. Assignment: Deliver a 3-minute extempore speech in class.
Week 14	Presentation skills (organization content, visual aids and engaging the audience)	Reading: Hutchinson & Waters (1987), Chapter on Presentation Techniques. Assignment: Group Presentation: Present on a social issue using PowerPoint slides.
Week 15	Informal communication (small talk, networking and conversational skills)	Reading: Selected article on Professional Networking.

		Assignment: Role-play: Simulate a professional networking scenario.
Week 16	Professional writing (business e-mails, memos, reports, formal letters, etc.)	Reading: Downes, C. (2008), Chapter on Business Writing. Assignment: Final Project: Compile a portfolio including a CV, formal email, and a short report.
Textbooks and Reading Material		
Azar, B. S. (2009). <i>Understanding and using English grammar</i> (4th ed.). Pearson Education. Murphy, R. (2019). <i>English grammar in use: A self-study reference and practice book for intermediate learners of English</i> (5th ed.). Cambridge University Press. Straus, J., Kaufman, L., & Stern, T. (2014). <i>The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes</i> (11th ed.). Jossey-Bass. Hutchinson, T., & Waters, A. (1987). <i>English for specific purposes: A learning-centred approach</i>. Cambridge University Press. Downes, C. (2008). <i>Cambridge English for job-hunting</i>. Cambridge University Press. Swan, M. (2016). <i>Practical English usage</i> (4th ed.). Oxford University Press. James, M., & Merickel, A. P. (2016). <i>Reading literature and writing argument</i> (6th ed.). Pearson Education. Johns, J. L., & Lenski, S. D. (2017). <i>Improving reading: Strategies, resources, and common core connections</i> (7th ed.). Kendall Hunt Publishing. Kintsch, W. (1998). <i>Comprehension: A paradigm for cognition</i>. Cambridge University Press. Verma, J. P., & Raman, M. (2017). <i>Communication skills for business professionals</i>. CRC Press.		
Teaching Learning Strategies		
- Interactive lectures to introduce and explain key concepts - Guided class discussions to foster critical thinking and deeper understanding - Collaborative group work to encourage peer learning and practical application of concepts - Emphasis on active student engagement throughout the course		
Assignments: Types and Number with Calendar		
The sessional work will be a combination of written assignments, class quizzes and presentations. As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.		
Assessment		

Sr. No.	Elements	Weightage	Details
1.	Mid Term	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
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Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	Class Credits: 02; Lab Credits: 01
Course Title	Application of Information and Communication Technologies				
Course Introduction					
This course is designed to provide students with an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools in various domains. Students will gain hands-on experience with a range of software applications, learning how to leverage ICT to solve daily life problems, enhance productivity and innovate in different fields. Through individual and interactive exercises and discussions, students will develop proficiency in utilizing software for communication, creativity, and more.					
Learning Outcomes					
By the end of this course, students will be able to: 1. Explain the fundamental concepts, components, and scope of information and communication Technologies (ICT) 2. Identify uses of various ICT platforms and tools for different purposes. 3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life. 4. Understand and ethical and legal considerations in use of ICT platforms and tools.					
Course Content					Assignments/Readings
Week 1	Unit 1: Introduction to Information and Communication Technologies • Components of Information and Communication Technologies (basic of hardware, software, ICT platforms, networks, local and cloud data storage etc.)				Reading: Evans et al. (2021), Chapter 1 (The History of Computing). Assignment: Identify hardware and software components in a university computer lab.
Week 2	• Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.) • Emerging technologies and future trends.				Reading: Morley & Parker (2021), Chapter on Technology in Society. Assignment: Write a short report on the impact of ICT in the healthcare sector of Pakistan.
Week 3	Unit 2: Basic ICT Productivity Tools • Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide				Reading: Gaskin et al. (2021), Chapter on Browsing and Communication.

	Web. Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.)	Assignment: Perform an advanced search query using Boolean operators. Compose a formal email to a professor.
Week 4	Microsoft Office Suites (Word, Excel, PowerPoint). Google Workspace (Google Docs, Sheets, Slides)	Reading: Grauer & Poatsy (2020), Chapters on Word and Excel. Assignment: Lab Task: Create a formatted Word document with tables and images.
Week 5	- Dropbox (cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft integration) - Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas)	Reading: Vermaat et al. (2018), Chapter on Cloud Computing. Assignment: Create a shared folder on Google Drive and collaborate on a document.
Week 6	Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.) Social media applications (LinkedIn, Facebook, Instagram, etc.)	Reading: Evans et al. (2021), Chapter on Digital Media. Assignment: Set up a professional LinkedIn profile.
Week 7	Unit 3: ICT in Education Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.)	Reading: Selected reading on E-Learning Trends. Assignment: Navigate the university LMS (if available) or a demo LMS course.
Week 8	- Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.). - Interactive multimedia and virtual classrooms	Reading: Handout on MOOCs. Assignment: Midterm Assessment: Practical examination of MS Office tools.
Week 9	Unit 4: ICT in Health and Well-being Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiami Mi Band, Runkeeper, etc.)	Reading: Evans et al. (2021), Chapter on Health Technology. Assignment: Review a health tracking app (e.g., Samsung Health or Google Fit).
Week 10	Telemedicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.)	Reading: Article on Telemedicine in Pakistan. Assignment: Case study analysis: Benefits and risks of

		online health consultations.
Week 11	Unit 5: ICT in Personal Finance and Shopping Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, 1Link and MNET, Keenu Wallet, etc.)	Reading: Morley & Parker (2021), Chapter on E-Commerce and E-Business. Assignment: Compare features of JazzCash and Easypaisa.
Week 12	Unit 6: Digital Citizenship and Online Etiquette Digital identity and online reputation	Reading: Ribble, R. (Digital Citizenship Handbook - Online Resource). Assignment: Audit your own digital footprint.
Week 13	- Netiquette and respectful online communication. - Cyberbullying and online harassment	Reading: Vermaat et al. (2018), Chapter on Ethics. Assignment: Discussion forum post: "How to handle cyberbullying?"
Week 14	Unit 7: Ethical Considerations in Use of ICT Platforms and Tools Intellectual property and copyright issues.	Reading: Evans et al. (2021), Chapter on Ethics and Privacy. Assignment: Quiz on Copyright laws and Fair Use.
Week 15	Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources	Reading: Handout on Plagiarism and Citations. Assignment: Submit a written assignment checked via plagiarism detection software (e.g., Turnitin).
Week 16	Content accuracy and integrity (ensuring that the content share through ICT platforms is free from misinformation, fake news, and manipulation)	Assignment: Final Project: Presentation on "The Role of ICT in Solving a Real-World Problem."
Textbooks and Reading Material		
Evans, A., Martin, K., & Poatsy, M. A. (2021). <i>Technology in action</i> (17th ed.). Pearson. Gaskin, S., Vargas, A., & McLellan, C. (2021). <i>GO! with Microsoft Office 365</i> (2021 ed.). Pearson. Grauer, R. T., & Poatsy, M. A. (2020). <i>Exploring Microsoft Office 365</i> (2020 ed.). Pearson. Morley, D., & Parker, C. (2021). <i>Computing essentials</i> (2021 ed.). McGraw-Hill Education. Vermaat, M. E., Shaffer, G., & Freund, S. (2018). <i>Discovering computers: Digital technology, data, and devices</i> (1st ed.). Cengage Learning.		
Teaching Learning Strategies		
- Interactive lectures to introduce and explain key concepts - Guided class discussions to foster critical thinking and deeper understanding		

3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Practical Requirements

As part of the overall learning requirements, the course will include:

1. Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software, (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc.
2. Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive).
3. The use of online learning management systems (LMS) where students can access course materials, submit assignments, participate in discussion forums, and take quizzes or tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

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Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Fundamentals of Sociology				
Course Introduction					
This course provides a foundational understanding of sociology by introducing students to its core concepts, theoretical frameworks, and methodological approaches. Emphasizing the importance of the sociological imagination, the course enables students to critically examine the relationship between individuals and society. Topics include culture, socialization, social institutions, stratification, and social change, with a focus on both classical and contemporary perspectives. By the end of the course, students will be equipped with the analytical tools necessary to interpret social structures and everyday life within broader historical and global contexts.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand basic sociological concepts, theories, and terminologies. 2. Analyze the structure and functions of social institutions. 3. Apply sociological perspectives to everyday social phenomena.					
Course Content				Readings and Assignments	
Week 1	1.1.Overview of course and its objectives			Reading: Giddens et al. (2021), Chapter 1 (What is Sociology?). Assignment: Write a short essay comparing Sociology with other social sciences.	
	1.2. Sociology: Definition, significance, and key concepts				
	1.3. Sociology and other social sciences				
	1.4.Origin & Development of Sociology				
	1.5. Sociological perspectives				
Week 2	2.1. Sociological perspectives (continued)			Reading: Macionis (2023), Chapter 1 (Sociological Perspective). Assignment: Apply the three sociological perspectives to the issue of poverty.	
	2.2.Culture: Definition and types				
Week 3	3.1.Components of Culture			Reading: Giddens et al. (2021), Chapter 2 (Culture). Assignment: Identify elements of material and non-material culture in your immediate environment.	
	3.2. Social Control and Social Sanctions				
Week 4	4.1. Socialization: Introduction and Agents			Reading: Macionis (2023), Chapter 3 (Socialization). Assignment: Analyze the influence of family vs. media on child socialization.	
	4.2. Theories of socialization: George Herbert Mead - The Social Self				
Week 5	5.1.C.H. Cooley: Looking Glass				

	5.2. Social Interaction-Introduction	Reading: Anderson & Taylor (2020), Chapter on Social Structure. Assignment: Write a reflection on a personal experience using the "Looking Glass Self" concept.
Week 6	6.1.. Status and Role	Reading: Giddens et al. (2021), Chapter 4 (Socialization & Interaction). Assignment: Quiz: Terminology and Concepts (Status, Role, Culture).
	6.2.Theories of Social Interaction- Social Construction of Reality	
Week 7	7.1.Theories of Social Interaction (continued) -Ethnomethodology -Dramaturgical Analysis	Reading: Collins, R. (2004), <i>Interaction Ritual Chains</i> (Selected Excerpt). Assignment: Observe a public setting and analyze it using Goffman's Dramaturgy (Front stage/Back stage).
	7.2.Revision for Midterms	
Week 8	Social Groups - Types and characteristics (size, leaders) - Studies of Group Behavior	Reading: Macionis (2023), Chapter 5 (Groups and Organizations). Assignment: Midterm Exam Preparation.
Week 9	Formal Organization & its Types. -. Bureaucracy & its Characteristics	Reading: Giddens et al. (2021), Chapter 6 (Conformity, Deviance, and Crime). Assignment: Is deviance functional? Discuss with reference to Durkheim.
	Deviance: Social Foundations through sociological perspectives	
Week 10	Deviance: Social Foundations through sociological perspectives (continued)	Reading: Wacquant, L. (2009), <i>Punishing the Poor</i> (Introduction). Assignment: Case study analysis on a specific type of crime.
	Deviance and Social Diversity	
Week 11	Social Stratification-Dimensions	Reading: Macionis (2023), Chapter 8 (Social Stratification). Assignment: Analyze the class system in Pakistan.
	Social Stratification-Dimensions (continued)	
Week 12	Global Social Stratification	Reading: Desmond, M. (2023), <i>Poverty, by America</i> (Chapter 1). Assignment: Submit outline for Term Paper.
	Social Institutions : Overview, Types interrelationship and Functions	
Week 13	Definition and Types of Social Institutions	

	Social Institution: Family and Political	Reading: Giddens et al. (2021), Chapters on Family and Politics. Assignment: Compare functions of family in traditional and modern societies.
Week 14	Social Institution: Political and Economic	Reading: Macionis (2023), Chapters on Economy and Education. Assignment: Group discussion on the role of education in social mobility.
	Social Institution: Health and Education	
Week 15	Social Institution: Mass Communication	Reading: Giddens et al. (2021), Chapter on Media and Social Change. Assignment: Submit Term Paper.
	Social and Cultural Change	
Week 16	Social and Cultural Change(continued)	Reading: Review all readings. Assignment: Final Exam Preparation.
	Course Revision: Conclusion	

Textbooks and Reading Material

1. Textbooks.

- Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2021). *Introduction to Sociology* (11th ed.). W.W. Norton..
- Macionis, J. J. (2023). *Sociology* (18th ed.). Pearson.
- Anderson, M. L., & Taylor, H. F. (2020). *Sociology: The Essentials* (10th ed.). Cengage.

2. Suggested Readings

- Desmond, M. (2023). *Poverty, by America*. Crown.
- Collins, R. (2004). *Interaction ritual chains*. Princeton University Press.
- Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- Wilkerson, I. (2020). *Caste: The origins of our discontents*. Random House.
- Bhambra, G. K. (2022). *Colonialism and modern social theory*. Polity Press.
- Beck, U. (2009). *World at risk*. Polity.
- Wacquant, L. (2009). *Punishing the poor: The neoliberal government of social insecurity*. Duke University Press.

Teaching Learning Strategies

1. Interactive Lectures with Discussions

Combine foundational lectures with questioning to engage students in critical thinking and apply sociological concepts to real-world examples.

2. **Case Studies**
Use news articles, and short documentaries to analyze social issues such as inequality, race, gender, and deviance.
3. **Group Projects and Peer Collaboration**
Encourage cooperative learning through group activities on course topics.
4. **Reflective Writing**
Short reflections to deepen personal engagement with topics like identity, culture, and social norms.

Assignments: Types and Number with Calendar

Week	Assessment Milestone
Week 4	Quiz
Week 8	Midterm Exam
Week 9	Term Paper Topic Submission + Approval
Week 13	Final Term Paper Due
Week 14	Final Exam

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

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Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	03
Course Title	Introduction to Anthropology				
Course Introduction					
This course offers an in-depth exploration of the diverse ways in which human beings live, think, and interact within their cultural contexts. It focuses on understanding culture as a dynamic system of shared beliefs, practices, symbols, and meanings that shape human experiences across time and space. Through a comparative lens, the course investigates key themes such as kinship, religion, language, economy, politics, identity, and globalization. By engaging with ethnographic case studies from different societies, students will develop a critical appreciation for cultural diversity and learn to challenge ethnocentric perspectives. The course emphasizes the relevance of anthropological thinking in addressing contemporary social issues and promotes cross-cultural understanding in an increasingly interconnected world.					
Learning Outcomes					
After completion of this course, the student will be able to:					
1. Identify and differentiate key concepts and theoretical perspectives in cultural anthropology. 2. Analyze the historical and social contexts that have shaped anthropological research and writing. 3. Understand the core elements of anthropological methodology and its distinctive features. 4. Evaluate the relevance of cultural anthropology in addressing contemporary issues related to cultural diversity and globalization.					
Course Content			Assignments/Readings		
Week 1	Unit 1: Anthropology and Cultural Anthropology Fields of Anthropology		Reading: Ember & Ember (1990), Chapter 1 (What is Anthropology?). Assignment: Differentiate between the four main fields of anthropology.		
Week 2	Anthropological Research Methods		Reading: Robbins & Dowty Beech (2020), Chapter on Methodology. Assignment: Design a mini-ethnography proposal.		
Week 3	- Cultural Anthropology and other Social Sciences - Significance of Cultural Anthropology		Reading: Evans-Pritchard, E. E. (2013), <i>Social Anthropology</i> (Chapter 1). Assignment: Discussion: How is Anthropology distinct from		

		Sociology?
Week 4	Unit 2: Culture Definition, Properties and Taxonomy	Reading: Peoples & Bailey (2014), Chapter 2 (Culture). Assignment: Define culture using the elements learned (symbols, language, norms).
Week 5	Unit 3: Evaluation and Growth of Culture - Evolution of Man - Evolution of Culture	Reading: Ember & Ember (1990), Chapters on Human Evolution. Assignment: Timeline creation: Stages of human cultural evolution.
Week 6	Schools of Thought in Cultural Anthropology	Reading: Bodley, J. H. (1994), Chapter on Theoretical Perspectives. Assignment: Compare Historical Particularism with Functionalism.
Week 7	Unit 4: Food Getting - Food Collection - Food Production	Reading: Robbins & Dowty Beech (2020), Chapter on Subsistence. Assignment: Compare the lifestyle of hunter-gatherers with agricultural societies.
Week 8	The Origin and Spread of Food Production	Reading: Diamond, J. (Excerpt on Agricultural Revolution). Assignment: Midterm Exam.
Week 9	Unit 5: Marriage and Mate Selection Marriage and Mate Selection	Reading: Ember & Ember (1990), Chapter on Marriage. Assignment: Analyze marriage rules in Pakistani society (Endogamy vs Exogamy).
Week 10	The Family: Types and Functions	Reading: Carsten, J. (2004), <i>After Kinship</i> (Chapter 1). Assignment: Compare Nuclear and Joint family systems.
Week 11	- Kinship System: Structure, Terminology - Rules and Types of Descent	Reading: Peoples & Bailey (2014), Chapter on Kinship. Assignment: Construct a kinship chart (Genogram) of your own family.
Week 12	Unit 6: Religion and Magic The University of Religion	Reading: Eller, J. D. (2020), Chapter on Religion. Assignment: Compare the functions of magic vs. religion in a society.
Week 13	- Religious Beliefs and Practices - Witchcraft and Sorcery	Reading: Evans-Pritchard, E. E. (Classic excerpt on Witchcraft among Azande). Assignment: Case study discussion

		on belief systems.
Week 14	Unit 7: Cultural Change • Process of Cultural Change	Reading: Ahmad, A. S. (1990), <i>Pakistani Society</i> (Chapter on Social Change). Assignment: Identify agents of cultural change in Pakistan.
Week 15	• Cultural Change in the Modern World	Reading: Bhambra, G. K. (2022), <i>Colonialism and Modern Social Theory</i> (Selected reading). Assignment: Essay: Impact of Globalization on local cultures.
Week 16	• Problems of Cultural Change in Pakistani Society	Reading: Ritzer, G. (Globalization chapter). Assignment: Final Presentation: Presentation on a specific cultural change in Pakistan.
Textbooks and Reading Material		
Ahmad, A. S. (1990). <i>Pakistani society</i> (2nd ed.). Royal Book Company. Bodley, J. H. (1994). <i>Cultural anthropology: Tribes, states, and the global system</i> (2nd ed.). Mayfield Publishing Company. Brogger, J. (1993). <i>Social anthropology and the lonely crowd</i>. Reliance Publishing House. Carsten, J. (2004). <i>After kinship</i>. Cambridge University Press. Carrithers, M. (1992). <i>Why humans have cultures: Explaining anthropology and social diversity</i>. Oxford University Press. Cassidy, R. (2002). <i>The sport of kings: Kinship, class and thoroughbred breeding in Newmarket</i>. Cambridge University Press. Descola, P. (1996). <i>The spears of twilight: Life and death in the Amazon jungle</i> (J. Lloyd, Trans.). HarperCollins. (Original work published in French) Eller, J. D. (2020). <i>Cultural anthropology: Global forces, local lives</i> (4th ed.). Routledge. Ember, C. R., & Ember, M. (1990). <i>Anthropology</i> (6th ed.). Prentice Hall. Evans-Pritchard, E. E. (2013). <i>Social anthropology</i>. Routledge. (Original work published 1951) Lloyd, A. F. (2017). <i>The social anthropology of the nation-state: Rituals and power</i>. Routledge. Peoples, J., & Bailey, G. (2014). <i>Humanity: An introduction to cultural anthropology</i> (9th ed.). Cengage Learning.		

Robbins, R. H., & Dowty Beech, R. A. (2020). *Cultural anthropology: A problem-based approach* (7th ed.). SAGE Publications.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments

The sessional work will combine written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Quantitative Reasoning-2				
Course Introduction					
Quantitative Reasoning-2is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interrupt and analyze numerical data and to inculcate an ability in students the logical reasoning to construct and evaluate arguments, identifying fallacies, think systematically. Keeping the pre-requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major / field of study.					
Learning Outcomes					
By the end of this course, students shall have: 1. Understanding of logic and logical reasoning: 2. Understanding of basic quantitative modeling and analyses; 3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments; 4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Logic, Logical and Critical Reasoning 1.1.Introduction and importance of logic 1.2.Inductive, deductive and adductive approaches of reasoning			Reading: Epp, S. S. (2019), Chapter 1 (The Logic of Compound Statements). Assignment: Identify deductive and inductive arguments in a provided text.	
Week 2	1.3.Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences			Reading: Rosen, K. H. (2019), Chapter 1 (Logic and Proofs). Assignment: Construct truth tables for compound propositions.	

Week 3	1.4 Logical fallacies	Reading: Bennett, J. O. (2022), Chapter on Logical Fallacies. Assignment: Find examples of 5 different logical fallacies in media/opinion pieces.
Week 4	1.5 Venn Diagrams	Reading: Epp, S. S. (2019), Chapter on Sets. Assignment: Use Venn diagrams to test the validity of syllogisms.
Week 5	1.6 Predicates and quantifiers	Reading: Rosen, K. H. (2019), Section on Predicates and Quantifiers. Assignment: Translate English sentences into logical expressions using quantifiers.
Week 6	1.7 Quantitative reasoning exercises using logical reasoning concepts and techniques	Reading: Green & Wolf (2022), SAT Logic Section. Assignment: Quiz 1: Logic and Reasoning.
Week 7	Unit 2: Mathematical Modeling and Analyses 2.1 Introduction to deterministic models	Reading: Bennett & Briggs (2022), Chapter on Modeling. Assignment: Identify real-world examples of deterministic vs. probabilistic models.
Week 8	2.2 Use of linear functions for modeling in real-world situations	Reading: Budnick, F. S. (2013), Chapter on Linear Models. Assignment: Create a linear model for a simple real-world scenario (e.g., cost estimation).
Week 9	2.3 Modeling with the system of linear equations and their solutions	Reading: Budnick, F. S. (2013), Chapter on Linear Algebra applications. Assignment: Solve system of equations problems.
Week 10	2.4 Elementary introduction to derivatives in mathematical modeling	Reading: Budnick, F. S. (2013), Chapter on Calculus applications. Assignment: Calculate

		marginal cost/revenue using derivatives.
Week 11	2.5 Linear and exponential growth and decay models	Reading: Bennett & Briggs (2022), Chapter on Exponential Growth. Assignment: Model population growth using exponential equations.
Week 12	2.6 Quantitative reasoning exercises using mathematical modeling	Reading: Review Unit 2 readings. Assignment: Project: Submit a mini mathematical model report.
Week 13	Unit 3: Statistical Modeling and Analyses 3.1 Introduction to probability models; Basic concept of Normal distribution with simple application	Reading: Bluman, A. G. (2021), Chapter on Normal Distribution. Assignment: Solve problems using Z-scores.
Week 14	3.2 Bivariate analysis, scatter plots; Pearson correlation; Simple linear regression	Reading: Mann, P. S. (2010), Chapter on Correlation and Regression. Assignment: Calculate correlation coefficient for a dataset using SPSS or Excel.
Week 15	3.3 Concept of statistical Inference in decision making; Chi-square test of association	Reading: Bluman, A. G. (2021), Chapter on Chi-Square Test. Assignment: Perform a Chi-square test on a contingency table.
Week 16	3.4 Quantitative Reasoning exercises using statistical modeling	Reading: Review Unit 3. Assignment: Final Exam.

Textbooks and Reading Material

Bennett, J. O., Briggs, W. L., & Badalmenti, A. (2022). *Using and understanding mathematics: A quantitative reasoning approach* (8th ed.). Pearson.

Bluman, A. G. (2021). *Elementary statistics: A step by step approach* (11th ed.). McGraw-Hill Education.

Budnick, F. S. (2013). *Applied mathematics for business, economics, and the social sciences* (4th ed.). McGraw-Hill Education.

Epp, S. S. (2019). *Discrete mathematics with applications* (5th ed.). Cengage Learning.

Green, S. W., & Wolf, I. K. (2022). <i>Barron's SAT</i> (30th ed.). Barron's Educational Series.			
Mann, P. S. (2010). <i>Introductory statistics</i> (7th ed.). Wiley.			
Rosen, K. H. (2019). <i>Discrete mathematics and its applications</i> (8th ed.). McGraw-Hill Education.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	2
Course Title	Pakistan Studies				
Course Introduction					
This course is designed to provide students with a comprehensive exploration of Pakistan's identity, spanning geographical, historical, and cultural dimensions. It delves into the diverse landscapes, ancient civilizations, and rich cultural heritage that define Pakistan. Moreover, it examines the socio-cultural and political transformations in Pakistan over time including democratic transitions and military interventions. The aim of this course is to inculcate in students a nuanced understanding of Pakistan's past, present, and potential future trajectories, enabling them to critically evaluate the complex dynamics shaping the nation's development.					
Learning Outcomes					
By the end of this course, students will be able to: 1. Have enhanced knowledge of the geographical, historical, and political aspects of Pakistan. 2. Understand the society and culture of Pakistan. 3. Understand and explain the socio-economic developments in Pakistan. 2. 4. Explore contemporary issues and challenges faced by Pakistan and their implications for the future.					
Course Content				Assignments/ Readings	
Week 1	Unit 1: Introduction to Pakistan 1.1 Geographical Location and Significance			Reading: Khan, F. K. (1991), <i>A Geography of Pakistan</i> (Chapter 1). Assignment: Draw a map of Pakistan highlighting key borders and neighbors.	
Week 2	1.2 Historical Background: Ancient Civilizations in the region			Reading: Ahmad & Sarwar (2002), <i>Trek to Pakistan</i> (Chapter 1). Assignment: Write a note on the Indus Valley Civilization and its significance.	
Week 3	1.3.Factors leading to the creation of Pakistan			Reading: Jalal, A. (1985), <i>The Sole Spokesman</i> (Selected pages). Assignment: Analyze the	

		role of the Two-Nation Theory.
Week 4	Unit 2: Political History of Pakistan 2.1 Formative Phase	Reading: Khan, H. (2017), <i>Constitutional and Political History</i> (Chapters 1-3). Assignment: Discuss the challenges faced by the newly created state.
Week 5	2.2 Military interventions and democratic	Reading: Talbot, I. (2009), <i>Pakistan: A Modern History</i> (Selected Chapters). Assignment: Timeline exercise: Key political events from 1947 to 1971.
Week 6	Unit 3: Geography of Pakistan 3.1 Physiography: Mountains, Plains, Plateaus, deserts, valleys and coastal areas	Reading: Jahangir, U. (2007), <i>Physical Geography of Pakistan</i> . Assignment: Quiz on Physical Geography features.
Week 7	3.2 River Systems: Indus River and its tributaries	Reading: Khan, F. K. (1991), Chapter on Water Resources. Assignment: Map work: Trace the Indus River system.
Week 8	3.3 Climate regions of Pakistan	Reading: Jahangir, U. (2007). Assignment: Midterm Exam.
Week 9	Unit 4: Society and Culture of Pakistan 4.1 Socio-cultural Diversity	Reading: Rumi, R. (2018), <i>Being Pakistani</i> . Assignment: Presentation on a specific regional culture of Pakistan (Punjabi, Sindhi, Baloch, Pashtun).
Week 10	4.2 Languages and Literature of Pakistan	Reading: Rahman, T. (1996), <i>Language and Politics in Pakistan</i> . Assignment: Essay: The role of language in national integration.
Week 11	Unit 5: Economic Development of Pakistan 5.1 Agriculture and Industrial sectors of Pakistan	Reading: Husain, I. (2004), <i>Economic Development of Pakistan</i> . Assignment: Analyze the contribution of agriculture to GDP.

Week 12	5.2 Economic challenges of Pakistan	Reading: Zaidi, S. A. (2015), <i>Issues in Pakistan's Economy</i> . Assignment: Group discussion on debt and inflation.
Week 13	Unit 6: Contemporary Issues 6.1 Foreign relations of Pakistan	Reading: Burke, S. M. (1990), <i>Pakistan's Foreign Policy</i> . Assignment: Write a short policy brief on Pakistan-China relations.
Week 14	6.2 Security Challenges: Terrorism, Extremism and Regional Conflicts	Reading: Selected News Editorials/Articles. Assignment: Critical review of a news article on internal security.
Week 15	6.3 Environmental problems and sustainable development (SDGs)	Reading: UN SDGs Report (Pakistan section). Assignment: Proposal for a local solution to an environmental issue.
Week 16	6.4 Media and Social Change	Reading: Ziring, L. (1997). Assignment: Final Term Exam.

Textbooks and Reading Material

Ahmad, S., & Sarwar, K. M. (2002). *Trek to Pakistan*. Lahore: Sang-e-Meel Publications.

Burke, S. M. (1990). *Pakistan's foreign policy: An historical analysis* (Revised ed.). Oxford University Press.

Hayat, S. (Ed.). (2006). *Pakistan studies: A book of readings*. Lahore: National Book Foundation.

Horton, P. B., & Hunt, C. L. (1984). *Sociology* (6th ed.). McGraw-Hill.

Husain, I. (2004). *Economic development of Pakistan*. Oxford University Press.

Jahangir, U. (2007). *Physical geography of Pakistan*. Oxford University Press.

Jalal, A. (1985). *The sole spokesman: Jinnah, the Muslim League and the demand for Pakistan*. Cambridge University Press.

Khan, A. J. (Ed.). (2012). *Pakistan's cultural heritage: Socio-economic and technological aspects*. Higher Education Commission Pakistan.

Khan, F. K. (1991). *A geography of Pakistan: Environment, people, and economy* (2nd ed.). Oxford University Press.

Khan, H. (2017). *Constitutional and political history of Pakistan* (3rd ed.). Oxford University Press.

Kokab, R. U. (2012). *Separatism in East Pakistan: A study of failed leadership*. Lahore: Progressive Publishers.

Rahman, T. (1996). *Language and politics in Pakistan*. Oxford University Press.

Rumi, R. (2018). *Being Pakistani: Society, culture and the arts*. HarperCollins India.

Sayeed, K. B. (1968). *Pakistan: The formative phase, 1857–1948*. Oxford University Press.

Sayeed, K. B. (1980). *Politics in Pakistan: The nature and direction of change*. Praeger.

Talbot, I. (2009). *Pakistan: A modern history* (3rd ed.). Hurst & Company.

Wolpert, S. (1984). *Jinnah of Pakistan*. Oxford University Press.

Zaidi, S. A. (2015). *Issues in Pakistan's economy: A political economy perspective* (3rd ed.). Oxford University Press.

Ziring, L. (1997). *Pakistan in the twentieth century: A political history*. Oxford University Press.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.

3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
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Institute of Social and Cultural Studies
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Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Philosophical Foundation of Social Thought				
Course Introduction					
This course explores the philosophical foundations that underpin sociological theories and perspectives, tracing the development of social thought from classical philosophy to contemporary debates. It examines how key philosophical traditions have shaped the way sociologists conceptualize society, knowledge, and human behavior. Through critical engagement with the works of major thinkers and schools of thought, students will gain a deeper understanding of how philosophical ideas inform sociological inquiry. The course encourages students to reflect on the dynamic relationship between philosophy and sociology and to appreciate the foundational assumptions that continue to influence social theory and research today.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand the philosophical underpinnings of sociological thoughts and theories. 2. Analyze the influence of philosophical traditions on sociological inquiry. 3. Evaluate the interplay between philosophy and sociology in shaping ideas about society.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction 1.1 Historical Development of Social Philosophy			Reading: Barnes, H. E. (1966), Chapter 1 (Introduction to the History of Sociology). Assignment: Define Social Philosophy and its scope.	
Week 2	Unit 2: Early Social Thought 2.1 Folk Thinking			Reading: Bogardus, E. S. (1960), Chapter on Early Social Thought. Assignment: Discuss the nature of social control in primitive societies.	
Week 3	2.2 Greek			Reading: Ritzer, G. (2000), Chapter on Social	

		Roots of Sociological Theory. Assignment: Compare Plato's <i>Republic</i> with Aristotle's views on society.
Week 4	2.3 Egyptian	Reading: Selected Text on Egyptian Civilization and Social Order. Assignment: Short note on the social hierarchy of ancient Egypt.
Week 5	2.4 Indian Social Thought	Reading: Selected text on Varna System and Manusmriti. Assignment: Essay: Caste system in Indian Social Thought.
Week 6	Unit 3: Contribution of Muslim Thinkers to Social Thought 3.1 Abuzar Ghafari -Wealth Theory	Reading: Sadr, S. K. (2020), Chapter on Islamic Economics. Assignment: Discuss the concept of wealth distribution in early Islam.
Week 7	3.2 Imam Ghazali - Causes of group life, social justice, and educational reforms	Reading: Selected excerpt from <i>Ihya Ulum al-Din</i> (English translation). Assignment: Analyze Ghazali's views on the role of education in society.
Week 8	Midterm Exam	Assignment: Preparation for Midterm.
Week 9	Imam Ghazali - Causes of group life, social justice, and educational reforms-Continued	Reading: Review Week 7 reading. Assignment: Class discussion on Ghazali's concept of the self.
Week 10	3.3 Ibn-E-Khaldun - Philosophy of history, Science of culture, Ethnocentrism, Rise & fall of nations, and causes of social life	Reading: Ritzer, G. (2000), Section on Ibn Khaldun. Assignment: Explain the concept of <i>Asabiyyah</i> (Social Solidarity).
Week 11	Continued	Reading: Excerpt from <i>Muqaddimah</i> . Assignment: Apply Khaldun's cycle of

		civilization to a modern nation-state.
Week 12	3.4 Shah Waliullah - Evolution of society, causes of social life, societal disease, and concept of perfect society	Reading: Shah, Z. et al. (2018), Article on Shah Waliullah. Assignment: Discuss Shah Waliullah's concept of "Perfect Society" (Ijtima-e-Madni).
Week 13	Continued	Reading: Review Week 12 reading. Assignment: Submit an outline for the final term paper.
Week 14	3.5 Moulana Ubedullah Sindhi - Basic Human Ethics	Reading: Selected works of Ubaidullah Sindhi. Assignment: Compare the thoughts of Sindhi and Shah Waliullah.
Week 15	Continued	Reading: Review readings on Muslim Thinkers. Assignment: Submit Term Paper.
Week 16	3.6 Allama Iqbal - Concept of self and theory of religion	Reading: Excerpts from <i>The Reconstruction of Religious Thought in Islam</i> . Assignment: Essay: Iqbal's concept of Mard-e-Momin and Individuality.
Week 17	Continued	Reading: Excerpts from <i>Secrets of the Self</i> . Assignment: Presentation: Relevance of Iqbal's philosophy in modern sociology.
Week 18	Final Exam	Assignment: Preparation for Final Exam.
Textbooks and Reading Material		
Barnes, H. E. (1966). <i>An introduction to the history of sociology</i> . University of Chicago Press.		
Bogardus, E. S. (1960). <i>The development of social thought</i> (4th ed.). Longmans, Green & Co.		
Coser, L. A. (1977). <i>Masters of sociological thought: Ideas in historical and social context</i> . Harcourt Brace Jovanovich.		

Faubion, J. D. (Ed.). (2018). *Rethinking the subject: An anthology of contemporary European social thought*. Routledge.

Ritzer, G. (2000). *Sociological theory* (5th ed.). McGraw-Hill.

Sadr, S. K. (2020). Hoarding of goods, money, and financial assets. In M. Asutay & A. H. Tlemsani (Eds.), *Handbook of ethics of Islamic economics and finance* (pp. 526–543). De Gruyter Oldenbourg. <https://doi.org/10.1515/9783110593419-031>

Shah, Z., Alam, J., & Zubair, M. (2018). Shah Waliullah and his concept of welfare state: An analysis. *Global Social Sciences Review*, 3(1), 112–128. [https://doi.org/10.31703/gssr.2018\(III-I\).10](https://doi.org/10.31703/gssr.2018(III-I).10)

Turner, J. H. (2003). *The structure of sociological theory* (7th ed.). Thomson Wadsworth.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
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Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Family & Marriage				
Course Introduction					
This course offers a comprehensive sociological exploration of the institution of family and marriage across time, cultures, and social structures. It examines how family forms, relationships, and roles are shaped by broader social, economic, political, and cultural forces. Through theoretical perspectives and empirical studies, students will analyze how marriage and family intersect with issues such as gender, class, religion, law, and globalization. The course also critically engages with contemporary challenges faced by families in diverse societies, equipping students to understand and evaluate family dynamics in both local and global contexts.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand the sociological significance of family and marriage. 2. Analyze how family structures and dynamics vary across cultures and time. 3. Evaluate contemporary challenges faced by families in diverse societies.					
Course Content			Assignments/Readings		
Week 1	Introduction to the Sociology of Family and Marriage - Definitions and key concepts - Importance of studying family from a sociological perspective		Reading: Giddens et al. (2021), Chapter 13 (Family and Intimate Relationships). Assignment: Write a definition of "Family" from a sociological perspective vs. a common-sense perspective.		
Week 2	Theoretical Approaches to Family - Functionalism, Conflict Theory, Symbolic Interactionism - Feminist and Queer Theory perspectives		Reading: Macionis (2023), Chapter 15 (Family). Assignment: Apply Conflict Theory to understand domestic labor division.		
Week 3	Historical Evolution of Family and Marriage - From traditional to modern families - Marriage as a social and legal institution		Reading: Cherlin, A. J. (2021), <i>The Marriage-Go-Round</i> (Chapter 1). Assignment: Compare traditional vs. modern family structures.		
Week 4	Family Structures and Forms		Reading: Amato, P. R. (2014), Article on Family Diversity.		

	- Nuclear, extended, joint, and blended families - Cohabitation, single-parent, and same-sex families	Assignment: Analyze the prevalence of Joint Family system in Pakistan.
Week 5	Marriage Systems Across Cultures - Monogamy, polygamy, polyandry - Arranged vs. love marriages	Reading: Ember & Ember (Anthropology text), Chapter on Marriage. Assignment: Compare arranged marriage vs. love marriage trends.
Week 6	Kinship and Descent Systems - Matrilineal, patrilineal, and bilateral descent - Role of kinship in social organization	Reading: Textbook chapter on Kinship. Assignment: Draw a kinship diagram illustrating patrilineal vs. matrilineal descent.
Week 7	Gender, Sexuality, and Power in Family Life - Gender roles and division of labor - Non-normative relationships in family	Reading: Hooks, B. (2000), <i>Feminism is for Everybody</i>. Assignment: Discussion: How does patriarchy influence family dynamics?
Week 8	Socialization and the Family - Family as a primary agent of socialization - Parenting styles and child development	Reading: Macionis (2023), Chapter 3 (Socialization). Assignment: Midterm Exam.
Week 9	Religion, Class, and Caste in Family and Marriage - Intersections of socio-religious identity and family - Marriage across class and caste boundaries	Reading: Selected article on Inter-caste marriages. Assignment: Case study analysis: Barriers to inter-caste/inter-religious marriage.
Week 10	Family, Migration, and Transnationalism - Migration's impact on family structures - Transnational parenting and diasporic families	Reading: Article on Transnational families. Assignment: Interview a person living in a transnational family setup and summarize findings.
Week 11	Family and Economic Systems - Economic roles within the household - Family business, inheritance, and property rights	Reading: Zaidi, S. A. (2015), Economic sections related to household. Assignment: Analyze the economic contribution of unpaid care work.
Week 12	Domestic Violence and Family Conflict Patriarchy and abuse	Reading: Article on Domestic Violence laws. Assignment: Review legal

	Legal and social responses	protections for women in Pakistan regarding domestic violence.
Week 13	Changing Patterns in Family and Marriage - Delayed marriages, declining birth rates, live-in relationships - Digital matchmaking and dating culture	Reading: Cherlin, A. J. (2021). Assignment: Survey 5 peers on their views regarding dating apps and marriage.
Week 14	Legal Frameworks on Family and Marriage - Family law in different cultural contexts - Reproductive and inheritance rights	Reading: Handout on Family Laws in Pakistan (Muslim Family Laws Ordinance). Assignment: Write a critical note on the legal age of marriage.
Week 15	Contemporary Debates and Challenges - Divorce, remarriage, and singlehood - Work-life balance, mental health in families	Reading: Giddens et al. (2021). Assignment: Group presentation on "The Future of Family in Pakistan."
Week 16	- Comparative analysis of family systems - Course Review	Reading: Review all readings. Assignment: Final Term Paper Due.

Textbooks and Reading Material

Amato, P. R. (2014). Does the “divorce revolution” in the United States have implications for the Philippines? *Asian Journal of Social Science*, 42(1–2), 57–78.

<https://doi.org/10.1163/15685314-04201005>

Cherlin, A. J. (2021). *The marriage-go-round: The state of marriage and the family in America today* (Updated ed.). Vintage.

Coontz, S. (2005). *Marriage, a history: From obedience to intimacy, or how love conquered marriage*. Penguin.

Giddens, A. (1992). *The transformation of intimacy: Sexuality, love and eroticism in modern societies*. Stanford University Press.

Goldscheider, F. K., Bernhardt, E. M., & Lappegård, T. (2015). The gender revolution: A framework for understanding changing family and demographic behavior. *Population and Development Review*, 41(2), 207–239. <https://doi.org/10.1111/j.1728-4457.2015.00045.x>

Goode, W. J. (1982). *The family*. Prentice Hall.

Hays, S. (1996). *The cultural contradictions of motherhood*. Yale University Press.

- Joseph, S. (Ed.). (2018). *The Oxford handbook of Middle Eastern and North African masculinities*. Oxford University Press.
- Lamb, S., & Levine, D. S. (2020). *Sexual citizens: A landmark study of sex, power, and assault on campus*. Harper.
- Lareau, A. (2011). *Unequal childhoods: Class, race, and family life* (2nd ed.). University of California Press.
- Morgan, D. H. J. (2011). *Rethinking family practices* (2nd ed.). Palgrave Macmillan.
- Naveed, A. (2022). Marriage migration and changing family formations in Pakistan. *South Asian Studies*, 37(1), 23–38.
- Nelson, M. K. (2022). *Parenting out of control: Anxious parents in uncertain times* (2nd ed.). NYU Press.
- Parsons, T., & Bales, R. F. (1955). *Family, socialization and interaction process*. Free Press.
- Qureshi, K. (2020). Marriage, honor and shifting masculinities in Pakistan. In S. Joseph (Ed.), *Handbook of Middle Eastern masculinities*. Oxford University Press.
- Stacey, J. (2011). *Unhitched: Love, marriage, and family values from West Hollywood to Western China*. NYU Press.
- Therborn, G. (2004). *Between sex and power: Family in the world, 1900–2000*. Routledge.
- Zelizer, V. A. (2005). *The purchase of intimacy*. Princeton University Press.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course.

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.

3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
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Institute of Social and Cultural Studies
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University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Gender Issues				
Course Introduction					
This course explores gender as a central organizing principle of social life, shaping institutions, identities, and power relations in society. Drawing on sociological theories and feminist perspectives, the course examines how gender roles are socially constructed, maintained, and challenged across time and cultures. Emphasis is placed on understanding the intersections of gender with class, caste, ethnicity, and religion in the context of Pakistan. Through critical engagement with both classical and contemporary debates, students will explore how gender influences experiences in education, work, family, media, and the state, and how movements for gender justice have emerged to contest inequalities.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand sociological perspectives on gender and its social construction. 2. Analyze gender inequalities and their implications for society. 3. Evaluate global movements and policies aimed at achieving gender equality.					
Course Content			Assignments/Readings		
Week 1	-Overview of the course, objectives, and evaluation criteria -Introduction of students		Reading: - Lorber, J. (2020). <i>Gender Inequality</i> . Chapter 1: "The Social Construction of Gender". - Oakley, A. (1972). <i>Sex, Gender and Society</i> . Chapter 1: "The Biological Argument". Assignment: - Class Introduction & Discussion on "Why Gender Matters".		
	Introduction to gender as a sociological concept: -Defining Gender -Gender Studies as a Subject and its evolution from Women’s Studies - Significance of studying Gender		Reading: - Andersen, M. L., & Collins, P. H. (2022). <i>Race, Class, & Gender</i> . Part I: "Key Concepts". - Hooks, B. (2000). <i>Feminism is</i>		

		<i>for Everybody</i> . Chapter 2: "Consciousness-Raising".
Week 2	Gender Key concepts: Gender Role, Gender Binary-Third Gender, Gender Identity/ Gender Assignment/Gender Attributes, Gender Stereotypes, Gender Identity, Gender Roles, Femininity and Masculinity, Gender Bias-Sexism, Gender Discrimination, Gender Bias-Sexism Patriarchy and Matriarchy	Reading: - Butler, J. (1990). <i>Gender Trouble</i> . Excerpt: "Performative Acts and Gender Constitution". - Lorber, J. (2020). Chapter on "Socialization and the Construction of Gender Identity".
	Continued	Reading: - Hooks, B. (2000). Chapter on "Feminist Parenting". - Andersen & Collins (2022). Section on "Education". Assignment: - Reflective Writing Due: Personal reflection on gender norms in family or schooling.
Week 3	Social Construction of Gender: Gender socialization	Reading: - Shaheed, F. (2010). "Contested identities: Gendered politics, gendered religion in Pakistan". - Selected reading from Andersen & Collins on Media representations.
	Social Construction of Gender: Gender performance and embodiment	Reading: - Mahmud, A. (2023). <i>Gender, Work and Society in the Global South</i> . Chapter on Gendered Labor. - Lorber, J. (2020). Chapter on "Gender and the State".
Week 4	Gender and Social Institutions I – Family Patriarchy and gender roles in the family Marriage, kinship, and division of labor in the household	Reading: - Lorber, J. (2020). Chapter on "Theoretical Perspectives". - Ritzer, G. <i>Classical Sociological Theory</i> . Excerpts on Functionalism and Conflict Theory applied to gender.
	Gender and Social Institutions II – Education -Gendered experiences in schooling and higher education -Curriculum, textbooks, and gender stereotypes	Reading: - Lorber, J. (2020). Symbolic Interactionism section. - Hooks, B. (2000). Chapter on "Feminist Politics".

		Assessment: - Midterm Exam
Week 5	Gender and Social Institutions III – Media -Representation of gender in TV, films, and social media - Media, gender norms, and body image	Reading: - Hooks, B. (2000). Chapters on "Feminist Theory" types. - Lorber, J. (2020). Chapter on "Feminist Theories and Politics". Assignment: - Term Paper Topic Submission and Discussion.
	Gender and Social Institutions IV – Religion - Gender roles in religious texts and practices -Religious interpretations and women's rights in Pakistan	Reading: - Andersen & Collins (2022). Excerpts on Intersectionality. - Butler, J. (1990). Introduction to <i>Gender Trouble</i>. Assignment: - Reflective Writing: Reaction to Intersectionality concept.
Week 6	Gender and Work: - Gendered division of labor; paid vs. unpaid work -Gender wage gap and glass ceiling	Reading: - Connell, R. W. (2005). <i>Masculinities</i>. Chapter on "Hegemonic Masculinity". - Andersen & Collins (2022). Readings on Men and Masculinity.
	Gender and the State: - Law, citizenship, and gender rights -Public policies and gender mainstreaming	Reading: - Zia, A. S. (2018). <i>Faith and Feminism in Pakistan</i>. Relevant chapters on violence and law. - Jalal, A. (2014). <i>The Struggle for Pakistan</i>. Chapter on Gender rights. Assignment: - Draft Submission of Term Paper (Optional).
Week 7	Theoretical Perspectives on Gender: Structural Functionalism theory on gender	Reading: - Bhattacharyya, G. et al. (2023). <i>How to think about gender, sex and sexuality</i>. Chapters on Identity. - Supreme Court of Pakistan judgments or NGO reports on Transgender rights.

		Assignment: - Final Term Paper Due
	Theoretical Perspectives on Gender: : Conflict theory	Reading: - Mahmud, A. (2023). Chapters on Gender and Development. - Sultana, A. (2022). <i>Gendering the Political</i> . Chapter on Development policy. Assessment: - Final Exam
Week 8	Theoretical Perspectives on Gender: : Symbolic Interactionism	Reading: - Hooks, B. (2000). Chapter on "Global Feminism". - Puwar, N., & Sharma, S. (2020). <i>Race, Migration and Neoliberalism</i> . Relevant sections.
	-Feminism: key concepts and waves	Assignment: - Final Term Paper Feedback & Exam Prep.
Week 9	Feminist Thought and Movements: Feminist Theories- Liberal, Radical	Reading: - Lorber, J. (2020). <i>Gender Inequality</i> . Chapter 1: "The Social Construction of Gender". - Oakley, A. (1972). <i>Sex, Gender and Society</i> . Chapter 1: "The Biological Argument". Assignment: - Class Introduction & Discussion on "Why Gender Matters".
	Feminist Thought and Movements: Marxist, and Socialist Feminism	Reading: - Andersen, M. L., & Collins, P. H. (2022). <i>Race, Class, & Gender</i> . Part I: "Key Concepts". - Hooks, B. (2000). <i>Feminism is for Everybody</i> . Chapter 2: "Consciousness-Raising".
Week 10	Feminist Thought and Movements: Postmodern and Intersectional Feminism	Reading: - Butler, J. (1990). <i>Gender Trouble</i> . Excerpt: "Performative Acts and Gender Constitution". - Lorber, J. (2020). Chapter on "Socialization and the Construction of Gender Identity".
	Reflective Writing	Reading: - Hooks, B. (2000). Chapter on "Feminist Parenting".

		- Andersen & Collins (2022). Section on "Education". Assignment: - Reflective Writing Due: Personal reflection on gender norms in family or schooling.
Week 11	Theories of Masculinities -Understanding masculinities and male privilege -Crisis of masculinity and changing gender roles	Reading: - Shaheed, F. (2010). "Contested identities: Gendered politics, gendered religion in Pakistan". - Selected reading from Andersen & Collins on Media representations.
	Continued	Reading: - Mahmud, A. (2023). <i>Gender, Work and Society in the Global South</i>. Chapter on Gendered Labor. - Lorber, J. (2020). Chapter on "Gender and the State".
Week 12	Gender-Based Violence -Domestic violence, honor killings, and sexual harassment -Institutional response and legal frameworks in Pakistan	Reading: - Lorber, J. (2020). Chapter on "Theoretical Perspectives". - Ritzer, G. <i>Classical Sociological Theory</i>. Excerpts on Functionalism and Conflict Theory applied to gender.
	Continued	Reading: - Lorber, J. (2020). Symbolic Interactionism section. - Hooks, B. (2000). Chapter on "Feminist Politics". Assessment: - Midterm Exam
Week 13	Identities and Gender Diversity: -Understanding gender identities beyond the binary -Transgender experiences and rights in Pakistan	Reading: - Hooks, B. (2000). Chapters on "Feminist Theory" types. - Lorber, J. (2020). Chapter on "Feminist Theories and Politics". Assignment: - Term Paper Topic Submission and Discussion.
	Continued	Reading: - Andersen & Collins (2022). Excerpts on Intersectionality.

		- Butler, J. (1990). Introduction to <i>Gender Trouble</i>. Assignment: - Reflective Writing: Reaction to Intersectionality concept.
Week 14	Gender and Development: - Gender and poverty, development programs, and gender equity - Role of NGOs, INGOs, and government initiatives	Reading: - Connell, R. W. (2005). <i>Masculinities</i>. Chapter on "Hegemonic Masculinity". - Andersen & Collins (2022). Readings on Men and Masculinity.
	Continued	Reading: - Zia, A. S. (2018). <i>Faith and Feminism in Pakistan</i>. Relevant chapters on violence and law. - Jalal, A. (2014). <i>The Struggle for Pakistan</i>. Chapter on Gender rights. Assignment: - Draft Submission of Term Paper (Optional).
Week 15	Social Movements and Activism: Global feminist struggles and solidarity	Reading: - Bhattacharyya, G. et al. (2023). <i>How to think about gender, sex and sexuality</i>. Chapters on Identity. - Supreme Court of Pakistan judgments or NGO reports on Transgender rights. Assignment: - Final Term Paper Due
	Social Movements and Activism: Global feminist struggles and solidarity	Reading: - Mahmud, A. (2023). Chapters on Gender and Development. - Sultana, A. (2022). <i>Gendering the Political</i>. Chapter on Development policy. Assessment: - Final Exam
Week 16	Continued	Reading: - Hooks, B. (2000). Chapter on "Global Feminism". - Puwar, N., & Sharma, S. (2020).

		<i>Race, Migration and Neoliberalism</i> . Relevant sections.
	Course Review	Assignment: - Final Term Paper Feedback & Exam Prep.
Textbooks and Reading Material		
Test Books: 1. Andersen, M. L., & Collins, P. H. (2022). <i>Race, class, & gender: An anthology</i> (11th ed.). Cengage Learning. 2. Hooks, B. (2000). <i>Feminism is for everybody: Passionate politics</i>. South End Press. 3. Lorber, J. (2020). <i>Gender inequality: Feminist theories and politics</i> (6th ed.). Oxford University Press. Classical Readings 1. Beauvoir, S. de. (2011). <i>The second sex</i> (C. Borde & S. Malovany-Chevallier, Trans.). Vintage Books. (Original work published 1949) 2. Butler, J. (1990). <i>Gender trouble: Feminism and the subversion of identity</i>. Routledge. 3. Connell, R. W. (2005). <i>Masculinities</i> (2nd ed.). Polity Press. 4. Oakley, A. (1972). <i>Sex, gender and society</i>. Temple Smith. Suggested Readings 1. Bhattacharyya, G., et al. (2023). <i>How to think about gender, sex and sexuality</i>. Polity Press. 2. Puwar, N., & Sharma, S. (Eds.). (2020). <i>Race, migration and neoliberalism: Critical engagements with gender and social justice</i>. Policy Press. 3. Chatterjee, P., & Rai, S. M. (2021). <i>The grammar of patriarchy: Essays on gender and politics</i>. Zubaan. 4. Shaheed, F. (2010). Contested identities: Gendered politics, gendered religion in Pakistan. <i>Third World Quarterly</i>, 31 (6), 851–867. https://doi.org/10.1080/01436597.2010.502725 5. Sultana, A. (2022). <i>Gendering the political: Women and politics in Asia</i>. Springer. 6. Mahmud, A. (2023). <i>Gender, work and society in the global South: Challenges, opportunities and policy implications</i>. Palgrave Macmillan. 7. Jalal, A. (2014). <i>The struggle for Pakistan: A Muslim homeland and global politics</i>. Harvard University Press. 8. Zia, A. S. (2018). <i>Faith and feminism in Pakistan: Religious agency or secular autonomy?</i> Sussex Academic Press.		
Teaching Learning Strategies		
Interactive Lectures: Students will be encouraged to ask questions, engage in discussions, and reflect on how gender shapes everyday life. Group Work and Presentations Students will work in small groups to explore course themes and present findings on assigned topics. Presentations will enhance collaboration, confidence, and oral communication skills. Reflective Writing Assignments		

Short reflective write-up on personal experiences with gender norms, family expectations, or media portrayals to deepen self-awareness and sociological insight.

Case Studies and Local Contextualization

- Case analysis of gender issues in Pakistan (e.g., Aurat March, honor killings, or workplace harassment cases) to apply theoretical frameworks to real-world situations.

Use of Documentaries, Media, and Literature

- Screenings of selected films, documentaries, or short video clips followed by critical discussions.

Assignments: Types and Number with Calendar

Week	Assessment Milestone
Week 4	Reflective Writing
Week 8	Midterm Exam
Week 9	Term Paper Topic Submission and discussion
Week 13	Final Term Paper Due
Week 14	Final Exam

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Reflective Writing: 5 marks Term Paper: 15 marks Class participation: 5 marks
3.	Final Assessment	40%	Written Examination at the end of the semester with subjective and objective sections.

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Expository Writing				
Course Introduction					

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the pre-requisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

Learning Outcomes

By the end of this course, students will be able to:

1. Understand the essential of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

Course Content		Assignments/Readings
Week 1	Unit 1: Introduction to Expository Writing 1.1 Understanding Expository writing (definition, types, purpose and applications)	Reading: - Axelrod, R. B., & Cooper, C. R. (2021). <i>The St. Martin's Guide to Writing</i> . Chapter 1: "Inventing Your Topic". - Zinsser, W. (1993). <i>Writing to Learn</i> . Chapter 1.
Week 2	1.1 Characteristics of effective expository writing (clarity, coherence and organization) 1.2 Introduction to paragraph writing	Reading: - Bullock, R., et al. (2021). <i>The Norton Field Guide to Writing</i> . Chapter on "Paragraphs". - Strunk, W., & White, E. B. (2000). <i>The Elements of Style</i> . Section on Elementary Principles of Composition.
Week 3	Unit 2: The Writing Process 2.1 Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)	Reading: - Axelrod & Cooper (2021). Chapter on "Writing as a Process".

	2.2 Drafting (three stage process of drafting techniques)	Assignment: - In-class Activity: Mind-mapping a chosen topic.
Week 4	2.3 Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.) 2.4 Proof reading (fine-tuning of the draft) 2.5 Peer review and feedback (providing and receiving critique)	Reading: - Williams, J. M., & Bizup, J. (2017). <i>Style: Lessons in Clarity and Grace</i> . Lesson on "Clarity". Assignment: - Peer Review Workshop: Bring a rough draft for review.
Week 5	Unit 3: Essay Organization and Structure 3.1 Introduction and hook (engaging readers and introducing the topic) 3.2 Thesis statement (crafting a clear and focused central idea)	Reading: - Graff, G., & Birkenstein, C. (2021). <i>They Say / I Say</i> . Introduction and Part 1. - Bullock, R., et al. (2021). Section on "Thesis Statements".
Week 6	3.3 Body Paragraphs (topic sentences, supporting evidence and transitional devices) 3.4 Conclusion (types of concluding paragraphs and leaving an impact)	Reading: - Rosenwasser, D., & Stephen, J. (2018). <i>Writing Analytically</i> . Chapter on "Structure". Assignment: - Drafting a Thesis Statement and Outline.
Week 7	3.5 Ensuring cohesion and coherence (creating seamless connections between paragraphs)	Reading: - Longknife, A., & Sullivan, K. D. (2012). <i>The Art of Styling Sentences</i> . Selected exercises. - Williams & Bizup (2017). Lesson on "Cohesion".
Week 8	Unit 4: Different Types of Expository Writing 4.1 Description 4.2 Illustration	Reading: - Axelrod & Cooper (2021). Guide to Writing "Descriptive" and "Illustration" essays. Assessment: - Midterm Exam

Week 9	4.3 Classification 4.4 Cause and effect (exploring causal relationships and outcomes)	Reading: - Faigley, L., & Selzer, J. (2017). <i>Good Reasons with Contemporary Arguments</i>. Chapters on Causal Analysis. Assignment: - Writing Workshop: Cause and Effect Draft.
Week 10	4.5 Process analysis (explaining step-by-step procedures) 4.6 Comparative analysis (analyzing similarities and differences)	Reading: - Axelrod & Cooper (2021). Guide to Writing "Process Analysis" and "Comparative Analysis". Assignment: - Draft Essay: Comparative Analysis.
Week 11	Unit 5: Writing for Specific Purposes and Audiences 5.1 Different types of purposes (to inform, to analyze, to persuade, to entertain etc.) 5.2 Writing for academic audiences (formality, objectivity, and academic conventions)	Reading: - Johnson-Sheehan, R., & Paine, C. (2022). <i>Writing Today</i>. Chapter on Audience and Purpose. - Graff & Birkenstein (2021). Chapter on "Entering the Conversation".
Week 12	5.3 Writing for public audiences (engaging, informative and persuasive language) 5.4 Different tones and styles for specific purposes and audiences	Reading: - Faigley & Selzer (2017). Readings on Public Arguments. Assignment: - Portfolio Submission: Draft of Public Audience piece.
Week 13	Unit 6: Ethical Considerations 6.1 Ensuring original writing (finding credible sources, evaluating information etc.)	Reading: - Bullock, R., et al. (2021). Handbook section on "Evaluating Sources".
Week 14	6.2 Proper citation and referencing (APA, MLA, or other citation styles)	Reading: - Bullock, R., et al. (2021). Handbook section on "Documentation". Assignment:

		- Exercise: Creating an Annotated Bibliography.
Week 15	6.3 Integrating quotes and evidences (quoting, paraphrasing, and summarizing)	Reading: - Graff & Birkenstein (2021). Chapter 3: "As He Himself Puts It".
Week 16	6.4 Avoiding plagiarism (ethical considerations and best practices)	Reading: - University Plagiarism Policy Guide. Assignment: - Final Writing Portfolio Due - Final Exam
Textbooks and Reading Material		
Axelrod, R. B., & Cooper, C. R. (2021). <i>The St. Martin's guide to writing</i> (13th ed.). Bedford/St. Martin's. Bullock, R., Goggin, M. D., & Weinberg, F. (2021). <i>The Norton field guide to writing</i> (6th ed.). W. W. Norton & Company. Faigley, L., & Selzer, J. (2017). <i>Good reasons with contemporary arguments</i> (7th ed.). Pearson. Graff, G., & Birkenstein, C. (2021). <i>They say / I say: The moves that matter in academic writing</i> (5th ed.). W. W. Norton & Company. Johnson-Sheehan, R., & Paine, C. (2022). <i>Writing today</i> (4th ed.). Pearson. Longknife, A., & Sullivan, K. D. (2012). <i>The art of styling sentences</i> (6th ed.). Barron's Educational Series. Rosenwasser, D., & Stephen, J. (2018). <i>Writing analytically</i> (8th ed.). Cengage Learning. Strunk, W., Jr., & White, E. B. (2000). <i>The elements of style</i> (4th ed.). Longman. Williams, J. M., & Bizup, J. (2017). <i>Style: Lessons in clarity and grace</i> (12th ed.). Pearson. Zinsser, W. (1993). <i>Writing to learn: How to write—and think—clearly about any subject at all</i>. Harper Perennial.		
Teaching Learning Strategies		
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course		
Assignments: Types and Number with Calendar		

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Continuous assessment may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3	Final Assessment	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Classical Perspectives in Sociological Theory				
Course Introduction					
This course provides an in-depth exploration of the foundational ideas and frameworks that shaped the discipline of sociology through the works of classical theorists such as Karl Marx, Max Weber, Émile Durkheim, and others. It examines the historical and intellectual contexts in which these theories emerged, and how they sought to explain the structures, dynamics, and transformations of modern society. Emphasis is placed on understanding key concepts, analytical tools, and philosophical underpinnings of classical thought. By engaging with original texts and critical interpretations, students will develop a sociological lens to analyze social life and evaluate the enduring relevance of classical theory in addressing contemporary social issues.					
Learning Outcomes					
By the end of this course, students will be able to:					
1. Understand foundational sociological theories developed by classical theorists.					
2. Develop sociological lenses in line with contributions of classical theorists for understanding of society.					
3. Evaluate the relevance of classical sociological theories in contemporary contexts.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction to Classical Sociology – Social and Intellectual Forces, Enlightenment and the French Revolution			Reading: - Ritzer, G. (2021). <i>Classical Sociological Theory</i> . Chapter 1: "Introduction to Sociological Theory". - Ashley & Orenstein (2005). Chapter 1: "The Nature of Sociological Theory".	
Week 2	Nature of Theory – Theory and Knowledge, Inductive and Deductive Logic, Facts, Propositions, and Laws.			Reading: - Ritzer, G. (2021). Chapter on "Theorizing". - Farganis, J. (2000). Readings in Social Theory. Introduction section.	
Week 3	Unit 2: Auguste Comte 2.1 Positivism 2.2. The Law of Human Progress			Reading: - Ritzer, G. (2021). Chapter on "Auguste Comte". - Ashley & Orenstein (2005). Chapter on Comte.	

		Assignment: - Group Discussion: Relevance of Positivism today.
Week 4	Auguste Comte 2.3. Hierarchy of the Sciences 2.4. Social Statics and Dynamics	Reading: - Farganis, J. (2000). Excerpts from Comte's <i>Positive Philosophy</i> . Assignment: - Quiz 1: Comte's concepts.
Week 5	Unit 3: Emile Durkheim 3.1. Rules of Sociological Method, Social Facts	Reading: - Ritzer, G. (2021). Chapter on "Emile Durkheim". - Ashley & Orenstein (2005). Chapter on Durkheim.
Week 6	3.2. Division of Labor, Mechanical and Organic Solidarity 3.3. Suicide Theory, Theory of Religion	Reading: - Farganis, J. (2000). Excerpts from Durkheim's <i>Suicide and Division of Labor</i> . Assignment: - Written Analysis: Applying "Social Facts" to Pakistani society.
Week 7	Unit 4: Karl Marx – 4.1 Historical Materialism, Communist Manifesto 4.2 Class Conflict, Socialism and Alienation	Reading: - Ritzer, G. (2021). Chapter on "Karl Marx". - Farganis, J. (2000). Excerpts from <i>Communist Manifesto</i> .
Week 8	Karl Marx – Modes of Production, Stages of Social Evolution	Reading: - Ashley & Orenstein (2005). Chapter on Marx. - Bronner, S. E. (2004). <i>Critical Theory and Society</i> . Selection on Marx. Assignment: - Midterm Exam
Week 9	Course Midterm Review	Assignment: - Review session and Q&A.

Week 10	Unit 5: Max Weber 5.1. Sociology of Religion, Verstehen 5.2. Bureaucracy, Rationalization	Reading: - Ritzer, G. (2021). Chapter on "Max Weber". - Farganis, J. (2000). Excerpts from Weber's works.
Week 11	5.3. Bureaucracy, Rationalization 5.4. Protestant Ethic and Capitalism	Reading: - Ashley & Orenstein (2005). Chapter on Weber. - Excerpts from <i>The Protestant Ethic and the Spirit of Capitalism</i> . Assignment: - Presentation: Weberian analysis of modern organizations.
Week 12	Unit 6: Herbert Spencer 6.1. The law of Social Evolution 6.2. Concept of Society 6.3. Laissez-faire	Reading: - Ritzer, G. (2021). Chapter on "Herbert Spencer". - Ashley & Orenstein (2005). Chapter on Spencer.
Week 13	Unit 7: W. G. Sumner 5.1 Folkways and Mores 5.2 In-group and out-group 5.3 Basic motives	Reading: - Ashley & Orenstein (2005). Chapter on Sumner. - Selected primary text excerpts (Folkways).
Week 14	W. G. Sumner (continued)	Reading: - Calhoun, C., et al. (2012). <i>Contemporary Sociological Theory</i> . Background reading on early sociology. Assignment: - Final Term Paper Submission.
Week 15	Unit 8: Synthesis and Review – Comparative Evaluation of Classical Theorists, Theory Application Exercises	Reading: - Ritzer, G. (2021). Summary/Conclusion Chapters. - Enan, M. A. (2007). <i>Ibn Khaldun: His life and works</i> . (Supplementary

		reading on comparative classical thought).	
Week 16	Continued	Assessment: - Final Term Exam	
Textbooks and Reading Material			
Ashley, D., & Orenstein, D. M. (2005). <i>Sociological theory: Classical statements</i> (6th ed.). Pearson Education.			
Blau, P. M., Fararo, T. J., Goldstone, J. A., Heckathorn, D. D., Heise, D. R., Jasso, G., ... & Zald, M. N. (2002). <i>New directions in contemporary sociological theory</i> . Rowman & Littlefield Publishers.			
Bronner, S. E. (2004). <i>Critical theory and society: A reader</i> . Routledge and Kegan Paul.			
Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). <i>Contemporary sociological theory</i> . John Wiley & Sons.			
Enan, M. A. (2007). <i>Ibn Khaldun: His life and works</i> . The Other Press.			
Farganis, J. (2000). <i>Readings in social theory: The classic tradition to post-modernism</i> (3rd ed.). McGraw-Hill.			
Ritzer, G. (2021). <i>Classical sociological theory</i> (8th ed.). SAGE.			
Ritzer, G. (2000). <i>Modern sociological theory</i> (5th ed.). McGraw-Hill.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.

3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
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Institute of Social and Cultural Studies
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Course Outline



Programme	BS in SOCIOLOGY	Course Code		Credit Hours	3
Course Title	Basics of Social Research				
Course Introduction					
This course introduces students to the foundational concepts and processes of social research. It examines how knowledge is produced through scientific inquiry. Students will explore the role of theory, ethical considerations, and different types and purposes of research. The course also covers literature review techniques, citation basics, and distinctions between quantitative, qualitative, and mixed-method approaches. By the end, students will understand how to formulate research problems, questions, objectives, and hypotheses, and gain basic insight into research design and data collection, preparing them for more advanced research studies in future semesters.					
Learning Outcomes					
By the end of this course, students will be able to: 1. Understand the fundamental principles and sconcepts of social research. 2. Understand research designs and methods to explore social phenomena in a broader social context. 3. Explain ethical considerations as applied in social research					
Course Content				Assignments/Readings	
Week 1	Unit-I Social Research: An Introduction			• Mason, J. (2018). Qualitative researching • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.).	
	Unit-II Alternatives to Social Research			• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches	
Week 2	Unit-I How Science Works			• Chapter 1: Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches • Husserl, E. (1970). The crisis of European sciences and transcendental phenomenology: An introduction to phenomenology	
	Unit-II Steps in Social Research Process			• Schwartz-Shea, P., & Yanow, D. (2012). Interpretive research design: Concepts and processes. Routledge.	

		• Flick, U. (2014). An Introduction to Qualitative Research (5th ed.).
Week 3	Unit-I Dimensions and Use of Social Research	• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
	Unit-II Purpose of Social Research	• Mason, J. (2018). Qualitative researching (3rd ed.). • Berger, P. L., & Luckmann, T. (1966). <i>The social construction of reality: A treatise in the sociology of knowledge</i>
Week 4	Unit-I Time Dimension in Social Research	• Mason, J. (2018). Qualitative researching (3rd ed.).
	Unit-II Theory and Social Research: Introduction	• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 5	Unit-I The Parts of Theory	• Giorgi, A. (2009). <i>Phenomenology as qualitative research: A critical analysis of meaning attribution</i>
	Unit-II The Aspects of Theory and Direction of Theorizing	• Popper, K. (2005). The logic of scientific discovery (2nd ed.). Routledge. (Original work published 1934) • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes.</i>
Week 6	Unit-I Range and Levels of Theory	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes.</i> • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.). • Flick, U. (2022). The SAGE Handbook of Qualitative Research Design. Sage.
	Unit-II Forms of Explanation	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes.</i> • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 7	Unit-I Major Approaches to Social Science: An Introduction	• Gobo, G., & Molle, A. (2023). Doing Ethnography (2nd ed.). • Giorgi, A. (2009). <i>Phenomenology as qualitative</i>

		<i>research: A critical analysis of meaning attribution</i> • Smith, J.A., Flowers, P., & Larkin, M. (2024). <i>Interpretative Phenomenological Analysis: Theory, Method and Research</i> (2nd ed.). • Hammersley, M., & Atkinson, P. (2019). <i>Ethnography: Principles in Practice</i> (4th ed.).
	Unit-II Why Be Ethical and What is Scientific Misconduct?	• Yin, R. K. (2018). <i>Case study research: Design and methods</i> (6th ed.) • Charmaz, K. (2014). <i>Constructing Grounded Theory</i> (2nd ed.).
Week 8	Unit-I Power Relations and Ethical Issues Involving Researcher and Research Participants	• Mason, J. (2018). <i>Qualitative researching</i> • Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
	Unit-II Ethics, Scientific Community, and Sponsors of Research	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>. • Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 9	Unit-I Politics of Research: Value-Free and Objective Research	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>.
	Unit-II What is Literature Review?	• Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 10	Unit-I Where to Find Research Literature	• Kvale, S., & Brinkmann, S. (2015). <i>InterViews: Learning the Craft of Qualitative Research Interviewing</i> (3rd ed.). • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II How to Conduct a Systematic Literature Review	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)

Week 11	Unit-I What a Good Review Looks Like	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II Types and Approaches of Social Research: Introduction	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
Week 12	Unit-I Quantitative Research	• Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). <i>Analyzing Social Settings: A Guide to Qualitative Observation and Analysis</i> (4th ed.).
	Unit-II Qualitative Research	• Mason, J. (2018). <i>Qualitative researching</i> • Flick, U. (2014). <i>An Introduction to Qualitative Research</i> (5th ed.).
Week 13	Unit-I Mixed-Methods Research	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II Formulating the Research Problem, Questions, Objectives, and Hypothesis: An Introduction	• Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). <i>Analyzing Social Settings: A Guide to Qualitative Observation and Analysis</i> (4th ed.). Wadsworth. • Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 14	Unit-I Statement of Research Problem	• Saldana, J. (2021). <i>The coding manual for qualitative researchers</i> (4th ed.) • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
	Unit-II Writing Research Objectives and Questions	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
Week 15	Unit-I Developing Hypothesis: Concepts and Variables	• Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
	Unit-II Introduction to Elements of Research Design	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes.</i>

Week 16	Unit-I Data Collection in Social Research: An Introduction	• Denzin, N.K., & Lincoln, Y.S. (2018). The SAGE Handbook of Qualitative Research (5th ed.). • Berg, B.L., & Lune, H. (2024). Qualitative Research Methods for the Social Sciences (10th ed.)
	Unit-II Data Analysis in Social Research: An Introduction	• Denzin, N.K., & Lincoln, Y.S. (2018). The SAGE Handbook of Qualitative Research (5th ed.). • Berg, B.L., & Lune, H. (2024). Qualitative Research Methods for the Social Sciences (10th ed.).

Textbooks and Reading Material

1. Textbooks.

- Berg, B. L., & Lune, H. (2024). Qualitative research methods for the social sciences (10th ed.). Pearson.
- Flick, U. (2014). An introduction to qualitative research (5th ed.). SAGE Publications.
- Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative research methods (2nd ed.). SAGE Publications.
- Mason, J. (2018). Qualitative researching (3rd ed.). SAGE Publications.
- Morse, J. M., & Clark, L. (2023). The essentials of qualitative inquiry. SAGE Publications.
- Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches (9th ed.). Pearson.
- Schwartz-Shea, P., & Yanow, D. (2012). Interpretive research design: Concepts and processes. Routledge.

2. Suggested Readings

2.1. Books

- Berger, P. L., & Luckmann, T. (1966). The social construction of reality: A treatise in the sociology of knowledge. Doubleday.
- Charmaz, K. (2014). Constructing grounded theory (2nd ed.). SAGE Publications.
- DeCuir-Gunby, J. T., & Schutz, P. A. (2024). Developing a mixed methods proposal: A practical guide for beginning researchers (2nd ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (2018). The SAGE handbook of qualitative research (5th ed.). SAGE Publications.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Writing ethnographic fieldnotes (2nd ed.). University of Chicago Press.
- Flick, U. (2022). The SAGE handbook of qualitative research design. SAGE Publications.
- Gobo, G., & Molle, A. (2023). Doing ethnography (2nd ed.). SAGE Publications.
- Giorgi, A. (2009). Phenomenology as qualitative research: A critical analysis of meaning attribution. Pearson.
- Guest, G., Namey, E., & Mitchell, M. (2023). Collecting qualitative data: A field manual for applied research (2nd ed.). SAGE Publications.
- Hammersley, M., & Atkinson, P. (2019). Ethnography: Principles in practice (4th ed.). Routledge.
- Hesse-Biber, S. N. (2024). The practice of qualitative research: Engaging students in the research process (4th ed.). SAGE Publications.
- Husserl, E. (1970). The crisis of European sciences and transcendental phenomenology: An introduction to phenomenology (D. Carr, Trans.). Northwestern University Press. (Original work published 1936)

- Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.
- Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Wadsworth.
- Popper, K. (2005). *The logic of scientific discovery* (2nd ed.). Routledge. (Original work published 1934)
- Roulston, K. (2024). *Reflective interviewing: A guide to theory and practice* (2nd ed.). SAGE Publications.
- Saldana, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage Publications.
- Saldaña, J. (2023). *Ethnotheatre: Research from page to stage* (2nd ed.). Routledge.
- Smith, J. A., Flowers, P., & Larkin, M. (2024). *Interpretative phenomenological analysis: Theory, method and research* (2nd ed.). SAGE Publications.
- Yin, R. K. (2018). *Case study research: Design and methods* (6th ed.). SAGE Publications.

2.2. Journal Articles/ Reports

1. Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. *Handbook of Qualitative Research*, 509–535. SAGE Publications.
<https://doi.org/10.4135/9781412986274.n27>
2. Finlay, L. (2002). “Outing” the researcher: The provenance, process, and practice of reflexivity. *Qualitative Health Research*, 12(4), 531–545.
<https://doi.org/10.1177/104973202129120052>
3. Flick, U. (2007). Designing qualitative research. *SAGE Qualitative Research Kit. Qualitative Research*, 7(1), 19–26. <https://doi.org/10.1177/1468794107072311>
4. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of Qualitative Research*, 105–117. SAGE Publications.
<https://doi.org/10.4135/9781412986274.n4>

Teaching Learning Strategies

1. Instructor-Led Lectures
2. Provision of Readings for Each Lecture (Articles, Books, and Reports)
3. Group Reflection Sessions
4. Assignments with Feedback Discussions
5. Presentations with Peer Feedback and Expert Critique
6. Use of Visual Aids and Digital Tools

Assignments: Types and Number with Calendar

1. Students will read assigned materials on the nature of knowledge in social sciences, including alternatives to research (authority, tradition, media myths, etc.) and the basics of how science works (scientific method, community, scholarship). They will write a **1000-word analysis** summarizing the key philosophical foundations of social research, highlighting the differences between scientific and non-scientific approaches. The analysis should critically reflect on how these foundations influence the research process.
2. Using readings and lectures on theory and research, students will complete a **1200-word assignment** explaining the roles of **deductive and inductive reasoning** in social research. They will describe how these reasoning styles relate to the development of theory and hypotheses. Additionally, they will analyze how research design decisions may evolve in practice based on methodological or ethical considerations encountered during early fieldwork stages.

Assessment			
Sr. No.	Elements	Weightage	Details
4.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
5.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
6.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Rural Sociology				
Course Introduction					
This course offers an in-depth understanding of rural life, exploring its social structures, cultural practices, and economic dynamics. Emphasis is placed on rural-urban relationships, gender roles, governance systems, and development policies. Through a sociological lens, students will critically examine contemporary issues and development interventions affecting rural communities in Pakistan					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand the unique social structures and processes in rural areas. 2. Analyze rural-urban dynamics and their sociological implications. 3. Evaluate development initiatives aimed at improving rural livelihoods.					
Course Content				Assignments/Readings	
Week 1	- Introduction to Rural Sociology - Relevance of rural sociology in Pakistan			Reading: Kausar, R. (2014). <i>Rural sociology: Theory and practice in Pakistan</i> . (Chapter 1). Assignment: Write a short reflection paper (500 words) on the "Relevance of rural sociology in Pakistan."	
Week 2	- Historical development of rural sociology globally and in Pakistan - Approaches to the study of rural society			Reading: Desai, A. R. (2015). <i>Rural sociology in India</i> . (Introduction/Background sections for global context). Assignment: Group Discussion: Compare historical approaches to studying rural society.	
Week 3	Characteristics of Pakistani rural society			Reading: Alam, S. M. (2021). <i>Agriculture and rural development in</i>	

	Key differences between rural and urban communities in Pakistan	<i>Pakistan</i> . (Chapter on Rural Landscape). Assignment: Prepare a comparative chart highlighting key differences between rural and urban communities in Pakistan.
Week 4	- Social structure in rural Pakistan: - Family, kinship, caste and Bradari	Reading: Mughal, M. A. Z. (2014). Modernization and rural social structure in Pakistan. Assignment: Case Study Analysis: Analyze the impact of Bradari system on local politics.
Week 5	- Stratification and inequality: Landownership, class, and power - Feudalism and patron-client relationships	Reading: Arif, G. M., & Farooq, S. (2016). Rural poverty and inequality in Pakistan. Assignment: Essay writing: Discuss the dynamics of Feudalism and patron-client relationships in modern Pakistan.
Week 6	- Rural economy of Pakistan: Agriculture, livestock, and informal labor - Role of women in rural economy	Reading: Ali, T., & Ahmad, M. (2014). Role of agricultural extension in agricultural development. Assignment: Conduct a mini-survey or interview regarding the role of women in the rural economy.
Week 7	- Cultural life in rural Pakistan: Religious practices, rituals, and festivals - Local traditions and resistance to modernization	Reading: Kausar, R. (2014). <i>Rural sociology: Theory and practice in Pakistan</i> . (Relevant Chapter). Assignment: Presentation: Document a local tradition or festival and analyze its social function.
Week 8	- Migration trends: Rural-urban migration and international labor migration - Remittances and their impact on rural livelihoods	Reading: Rigg, J. (2006). Land, farming, livelihoods, and poverty. Assignment: Write a report on the impact of

		remittances on rural livelihoods using recent data.
Week 9	- Local governance structures: Union Councils, Panchayat, Jirga - Role of local government and devolution in rural Pakistan	Reading: Zaidi, S. A. (2005). Rural development in Pakistan: From vision to action. Assignment: Critical analysis of the role of local government and devolution in rural Pakistan.
Week 10	- Education in rural Pakistan: Access, gender disparity, and infrastructure - Health services and traditional healing practices	Reading: Khan, A., & Saeed, I. (2011). Rural development strategies and their implications. Assignment: Comparative review of Health services and traditional healing practices in a selected rural area.
Week 11	- Gender roles and challenges for rural women in Pakistan - Case studies on honor killings, early marriages, and women in agriculture	Reading: Kausar, R. (2014). <i>Rural sociology: Theory and practice in Pakistan</i>. (Chapter on Gender). Assignment: Case studies presentation on honor killings, early marriages, and women in agriculture.
Week 12	- Environmental challenges: Deforestation, water scarcity, floods - Impact of climate change on agriculture and displacement	Reading: Alam, S. M. (2021). <i>Agriculture and rural development in Pakistan</i>. (Chapter on Environment). Assignment: Research brief: Impact of climate change on agriculture and displacement.
Week 13	- Development policies in rural Pakistan: Five-Year Plans, Rural Support Programs (e.g., NRSP, PRSP) - Critical perspective on modernization and development	Reading: Khan, M. H. (2000). Rural poverty in developing countries. Assignment: Critical perspective paper on modernization and development interventions (NRSP, PRSP).
Week 14	NGOs and civil society in rural development	Reading: Zaidi, S. A. (2005). Rural development

	• Successes and failures of development interventions	in Pakistan. Assignment: Group project: Evaluate successes and failures of a specific NGO intervention.
Week 15	• Contemporary issues: Rural poverty, youth outmigration, digital divide • Rural mental health and suicide trends in Pakistan	Reading: Bernstein, H. (2010). <i>Class dynamics of agrarian change</i> . Assignment: Class debate on "Rural mental health and suicide trends in Pakistan."
Week 16	Policy Advocacy and the Future of Rural Pakistan • Overview of rural policy gaps and governance failures • Future directions for inclusive rural development in Pakistan • Final review and preparation for examination	Reading: Qureshi, S. K., & Arif, G. M. (2001). <i>Profile of poverty in Pakistan</i> . Assignment: Final review and preparation for examination.

Books and Chapters

- Alam, S. M. (2021). *Agriculture and rural development in Pakistan: Issues and perspectives*. Routledge.
- Arif, G. M., & Farooq, S. (2016). *Rural poverty and inequality in Pakistan: Evidence from household data*. In S. Naz (Ed.), *Development challenges in Pakistan* (pp. 35–56). Oxford University Press.
- Bernstein, H. (2010). *Class dynamics of agrarian change*. Fernwood Publishing.
- Chambers, R. (1997). *Whose reality counts? Putting the first last*. Intermediate Technology Publications.
- Desai, A. R. (2015). *Rural sociology in India* (Reprint Ed.). Popular Prakashan.
- Khan, M. H. (2000). *Rural poverty in developing countries: Implications for public policy*. International Monetary Fund.
- Kausar, R. (2014). *Rural sociology: Theory and practice in Pakistan*. Lahore: Ilmi Kitab Khana.
- Qureshi, S. K., & Arif, G. M. (2001). *Profile of poverty in Pakistan, 1998-99*. Pakistan Institute of Development Economics.

Rigg, J. (2006). *Land, farming, livelihoods, and poverty: Rethinking the links in the Rural South*. *World Development*, 34(1), 180–202.
<https://doi.org/10.1016/j.worlddev.2005.07.015>

van der Ploeg, J. D. (2013). *Peasants and the art of farming: A Chayanovian manifesto*. Fernwood Publishing.

Articles

Ali, T., & Ahmad, M. (2014). Role of agricultural extension in agricultural development in Pakistan. *Pakistan Journal of Agricultural Sciences*, 51(4), 833–839.

Khan, A., & Saeed, I. (2011). Rural development strategies and their implications for Pakistan. *Pakistan Journal of Social Sciences*, 31(1), 111–122.

Mughal, M. A. Z. (2014). Modernization and rural social structure in Pakistan: A sociological perspective. *South Asian Studies*, 29(2), 559–572.

Nazir, M., & Saeed, R. (2021). Social capital and collective action: Farmers' irrigation practices in rural Pakistan. *Journal of Rural Studies*, 82, 342–351.
<https://doi.org/10.1016/j.jrurstud.2021.01.011>

Zaidi, S. A. (2005). *Rural development in Pakistan: From vision to action*. *The Pakistan Development Review*, 44(3), 259–278.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course.

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Environmental Sociology				
Course Introduction					
This course examines the social causes of environmental problems, their connection to economic activity, and the over-time consequences of human interactions with their natural environment. A sociological approach to these issues includes a discussion of power, social inequality and environmental justice and an exploration of individual, social, and political solutions.					
Learning Outcomes					
By the end of this course, the students will be able to:					
1. Understand the sociological dimensions of environmental issues.					
2. Analyze the interaction between human societies and ecological systems.					
3. Evaluate policies and movements addressing environmental sustainability					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction to Environmental Sociology			Reading: Lockie, S. (2015). What is environmental sociology? Assignment: Write a short essay defining the scope of environmental sociology vs. environmental science.	
Week 2	Unit 2: Perspectives on Environmental Problems			Reading: Bell, M. M. et al. (2020). An invitation to environmental sociology. (Chapter on Perspectives). Assignment: Quiz on major theoretical perspectives.	
Week 3	Unit 3: Social construction and environmental problems			Reading: Hannigan, J. (2022). Environmental sociology. (Chapter on Social Constructionism).	

		Assignment: Media Analysis: Identify how a specific environmental problem is constructed in news media.
Week 4	Unit 4: Political Ecology and Ecological Marxism (Inequality, political economy and justice)	Reading: Gould, K. A., & Lewis, T. L. (2009). Twenty lessons in environmental sociology. Assignment: Critical review of the link between inequality and environmental justice.
Week 5	Unit 5: Consumption, Growth, and Capitalism	Reading: Bell, M. M. et al. (2020). An invitation to environmental sociology. Assignment: Group Discussion: "The Treadmill of Production" and its relevance today.
Week 6	Unit 6: Sociology of Risk	Reading: Beck, U. (1992). Risk society: Towards a new modernity. Assignment: Case Study: Analyze a modern technological risk through the lens of "Risk Society."
Week 7	Unit 7: Sociology and Climate Change	Reading: Whyte, K. (2017). Indigenous climate change studies. Assignment: Presentation on sociological impacts of climate change on vulnerable populations.
Week 8	Unit 8: Intersectionality and environment	Reading: Caniglia, B. S. et al. (2021). Handbook of environmental sociology. Assignment: Essay: Explore the intersection of race, class, and environmental hazards.
Week 9	Unit 9: Environmental Justice and Environmental Governance	Reading: Pellow, D. N., & Brehm, H. N. (2013). An environmental sociology for the twenty-first century. Assignment: Policy brief on a local environmental justice issue.
Week 10	Unit 10: Environmental Governance in Pakistan	Reading: Mol, A. P. J. (2006). From environmental

		sociologies to environmental sociology. (Contextualized with Pakistan case examples). Assignment: Report: Evaluate the effectiveness of current environmental laws in Pakistan.
Week 11	Unit 11: Environmentalism of the Poor	Reading: Armiero, M., & Sedrez, L. (2014). A history of environmentalism: Local struggles, global histories. Assignment: Class Debate: "Is environmentalism a luxury for the poor?"
Week 12	Unit 12: Eco-feminism	Reading: Caniglia, B. S. et al. (2021). Handbook of environmental sociology. (Relevant section). Assignment: Reflection paper on the connection between women's rights and environmental protection.
Week 13	Unit 13: Sociology of disasters and disaster risk in Pakistan	Reading: Selection from course texts regarding disaster management. Assignment: Disaster risk assessment of a local community.
Week 14	Unit 14: Confronting Ecological Crisis in Pakistan	Reading: Hannigan, J. (2022). Environmental sociology. Assignment: Proposal for a community-based intervention for an ecological crisis in Pakistan.
Week 15	Quiz	Assignment: Comprehensive Quiz covering Units 1-14.
Week 16	Presentations	Assignment: Final Presentation of research projects.

Textbooks and Reading Material

- Armiero, M., & Sedrez, L. (Eds.). (2014). *A history of environmentalism: Local struggles, global histories*. Bloomsbury.
- Beck, U. (1992). *Risk society: Towards a new modernity* (M. Ritter, Trans.). SAGE Publications.
- Bell, M. M., Ashwood, L., Leslie, I., & Schlachter, L. (2020). *An invitation to environmental sociology* (6th ed.). SAGE Publications.
- Caniglia, B. S., Jorgenson, A., Malin, S. A., Peek, L., Pellow, D. N., & Huang, X. (Eds.). (2021). *Handbook of environmental sociology*. Springer.
- Gould, K. A., & Lewis, T. L. (Eds.). (2009). *Twenty lessons in environmental sociology* (2nd ed.). Oxford University Press.
- Hannigan, J. (2022). *Environmental sociology* (5th ed.). Routledge.
- Lockie, S. (2015). What is environmental sociology? *Environmental Sociology*, 1(3), 139–142. <https://doi.org/10.1080/23251042.2015.1066086>
- Mol, A. P. J. (2006). From environmental sociologies to environmental sociology? A comparison of US and European environmental sociology. *Organization & Environment*, 19(1), 5–27. <https://doi.org/10.1177/1086026605283934>
- Pellow, D. N., & Brehm, H. N. (2013). An environmental sociology for the twenty-first century. *Annual Review of Sociology*, 39(1), 229–250. <https://doi.org/10.1146/annurev-soc-071312-145558>
- Whyte, K. (2017). Indigenous climate change studies: Indigenizing futures, decolonizing the Anthropocene. *English Language Notes*, 55(1), 153–162. <https://doi.org/10.1215/00138282-55.1.153>

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

**Institute of Social and Cultural Studies
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Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	2
Course Title	Logic & Critical Thinking (Arts & Humanities)				
Course Introduction					
This course is designed to strengthen students' ability to think logically, reason effectively, and engage critically with arguments. It introduces fundamental concepts of logic, including deductive and inductive reasoning, the structure of arguments, and the identification of common fallacies. Through analysis of real-world examples, students will learn how to evaluate the validity of arguments, construct sound reasoning, and apply these skills to academic, professional, and everyday contexts. Emphasis is also placed on using critical thinking not just to challenge flawed reasoning but to collaborate, solve problems, and explore diverse perspectives constructively.					
Learning Outcomes					
By the end of this course, students will be able to:					
1. Identify and evaluate arguments using the principles of formal and informal logic. 2. Detect logical fallacies and flawed reasoning in written, spoken, and visual communication. 3. Apply critical thinking skills to develop coherent arguments, support diverse viewpoints, and solve problems collaboratively.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction to Logical and Critical Thinking 1.1 What is Critical Thinking? 1.2 Basic Concepts of Logical Thinking			Reading: Copi, I. M. (2014). An introduction to logic. (Chapter 1). Assignment: Exercise: Identifying arguments vs. non-arguments in editorials.	
Week 2	1.3 Argument, Premises, and Conclusions 1.4 Recognizing arguments			Reading: Hurley, P. J. (2006). A concise introduction to logic. (Chapter 1). Assignment: Worksheet: Diagramming argument structure.	
Week 3	1.5 Deduction and Induction 1.6 Validity, Truth, Soundness, Strength, Cogency			Reading: Layman, C. S. (2000). The power of logic.	

		Assignment: Problem Set: Distinguishing deductive from inductive arguments and evaluating validity/soundness.
Week 4	Unit 2: Categorical Propositions 2.1 The Components of Categorical Propositions 2.2 Quality, Quantity, and Distribution	Reading: Copi, I. M. (2014). An introduction to logic. (Chapter 4). Assignment: Exercises on Quality, Quantity, and Distribution of terms.
Week 5	2.3 Venn Diagram and the Modern Square of Opposition 2.4 Conversion, Obversion, and Contraposition	Reading: Hurley, P. J. (2006). A concise introduction to logic. Assignment: Practice drawing Venn diagrams for various propositions.
Week 6	2.5 Venn Diagram and the traditional Standpoint 2.6 Translating Ordinary Language Statements into Logical Forms	Reading: Copi, I. M. (2014). An introduction to logic. Assignment: Translation exercise: Converting ordinary language into logical forms.
Week 7	Unit 3: Categorical Syllogisms 3.1 Standard Mood, Form, and Figure	Reading: Hurley, P. J. (2006). A concise introduction to logic. Assignment: Identify Mood, Form, and Figure of given syllogisms.
Week 8	3.2 Venn Diagrams 3.3 Rules and Fallacies	Reading: Layman, C. S. (2000). The power of logic. Assignment: Test for validity using Venn diagrams and rules.
Week 9	3.4 Reducing the Number of Terms 3.5 Ordinary Language Arguments	Reading: Copi, I. M. (2014). An introduction to logic. Assignment: Exercises on reducing terms and translating arguments.
Week 10	Unit 4: Propositional Logic 4.1 Symbols and Translations 4.2 Truth Functions	Reading: Hurley, P. J. (2006). A concise introduction to logic. Assignment: Symbolization practice:

		Translating compound statements into symbols.
Week 11	4.3 Truth Tables for Propositions 4.4 Truth Tables for Arguments	Reading: Stanley, M. (2001). <i>Logic and controversy</i> . Assignment: Construct truth tables to test for validity.
Week 12	Unit 5: Natural Deduction in Propositional Logic 5.1 Rules of Implication-I	Reading: Copi, I. M. (2014). <i>An introduction to logic</i> . Assignment: Practice proofs using Rules of Implication-I.
Week 13	5.2 Rules of Implication-II	Reading: Copi, I. M. (2014). <i>An introduction to logic</i> . Assignment: Advanced proofs practice.
Week 14	Unit 6: Induction 6.1 Analogy and Its applications	Reading: Grcic, J. (2006). <i>Logic and life</i> . Assignment: Analyze an argument from analogy and evaluate its strength.
Week 15	6.2 Causality and Mill's Methods 6.3 Hypothetical / Scientific Reasoning	Reading: Hurley, P. J. (2006). <i>A concise introduction to logic</i> . Assignment: Application of Mill's Methods to a scientific case study.
Week 16	6.4 Science and Superstition	Reading: Grcic, J. (2006). <i>Logic and life</i> . Assignment: Final Review: Distinguishing science from superstition using logical criteria.
Textbooks and Reading Material		
Copi, I. M. (2014). <i>An introduction to logic</i> (14th ed.). Pearson Education.		
Grcic, J. (2006). <i>Logic and life: An introduction to applied logic and critical thinking</i> . Pearson Education.		
Hurley, P. J. (2006). <i>A concise introduction to logic</i> (9th ed.). Thomson/Wadsworth.		
Layman, C. S. (2000). <i>The power of logic</i> . Mayfield Publishers.		
Stanley, M. (2001). <i>Logic and controversy</i> . Wadsworth.		

Teaching Learning Strategies			
Teaching will be a combination of class lectures, class discussions, and group work.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit hours	2
Course Title	Islamic Studies				
Course Introduction					
This course is designed to provide students with a comprehensive overview of the fundamentals aspects of Islam, its benefits, practices, history and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course, students will have an enhanced understanding of Islam’s multifaceted dimensions which will enable them to navigate complex discussions about Islam’s historical and contemporary role, fostering empathy, respect, and informed dialogue					
Learning Outcomes					
On the completion of the course, the students will:					
1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, fundamental sources of Shiarah, spiritual values and ethical principles. 2. Describe basic sources of Islamic law and their application in daily life. 3. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.					
Course Content					

حصہ اول

21۔ آن مجید

- 1- قرآن مجید: معنی و مفہوم، اہمیت و فضیلت، آداب و شرائط تلاوت
- 2- وحی کا معنی و مفہوم، وحی کی اقسام
- 3- قرآن مجید کی جمع و تدوین، حفاظت قرآن
- 2- ^{حصہ ۱} نبوی صلی اللہ علیہ وآلہ وسلم
- 1- ^{حصہ ۱} کا معنی و مفہوم، اقسام ^{حصہ ۱} (قولی۔ فعلی۔ تقریری)
- 2- ضرورت و اہمیت ^{حصہ ۱}
- 3- مطالعہ ^{حصہ ۱} (ترجمہ 6 + تفسیر 4 = 10 نمبر)

1. عَنْ عَمْرِو بْنِ نُفَيْلٍ قَالَ سَمِعْتُ رَسُولَ اللَّهِ ﷺ يَقُولُ: هَذَا الرَّحْمَلُ بِالْيَتِيمِ، وَلَهُ لَا مَرِيءَ مَاتِي، فَمَنْ كَانَتْ وَجْرَتُهُ لِيَ الْيَتِيمِ سُوْلِهِ فَهَجَرْتَهُ لِيَ الْيَتِيمِ سُوْلِهِ، وَمَنْ كَانَتْ وَجْرَتُهُ لِيَ الْيَتِيمِ سُوْلِهِ، فَهَجَرْتَهُ لِيَ الْيَتِيمِ سُوْلِهِ، فَهَجَرْتَهُ لِيَ الْيَتِيمِ سُوْلِهِ (صحيح بخاري: 1)

- لِنَقُصِّيه. (مسلم: 170)

16. عَنْ عَمْرِو بْنِ لُحَيْثٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ ﷺ: «مَنْ لَقِيَ قَوْمًا هُمْ الَّذِينَ يُؤْمِنُهُمْ هُمْ الَّذِينَ يُؤْمِنُهُ» (بخاری: 3659)

17. عَنْ جَابِرِ بْنِ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ: «عَطَمَتَا رَسُولُ اللَّهِ ﷺ وَنَطَرَ أَبَا الْعَرُورِ يَخْطِبُ فِي الدَّاعِ فَقَالَ: يَا أَيُّهَا النَّاسُ! إِنَّ رَبَّكُمْ وَاحِدٌ وَإِنَّ إِلَهَكُمْ وَاحِدٌ لَا فَتْلَ لِعَقْدِي عَلَى عَمَلِي وَلَا لِحُجُومِي عَلَى عَمَلِي. وَإِنْ لَمْ يَكُنْ مِنْكُمْ أَحَدٌ وَلَا لَسَوْدٌ عَلَى خَدَّيْكُمْ بِالْكَفْوَى لَنْ أَكُفُّمُكُمْ عَنْهُ عِنْدَ اللَّهِ أَفَلَا تَهْتَكُونَ لِي فِي بَلْعَتِي أَقَالُوا نَاقِي يَا رَسُولَ اللَّهِ قَالَ: فَلَمَّا بَلَغَ الشَّاهِدُ الْغَائِبَ فَلَمَّا بَلَغَ الشَّاهِدُ الْغَائِبَ (البهقی، شعب الایمان باب فی حفظ اللسان، فصل فی حفظ اللسان عن الفخر بألفاء)

3- ایمانیات و عبادات: تعارف اور محققہ۔

4- سیرت نبوی صلی اللہ علیہ وآلہ وسلم

1- رسول اللہ صلی اللہ علیہ وآلہ وسلم کی حیات طیبہ (حالات زندگی قبل از بعثت، اعلان نبوت، ہجرت مدینہ، غزوات، صلح حدیبیہ، خطبہ چاندلہ الوداع)

2- رسول اللہ ﷺ کی مختلف حیثیات: (i) بحیثیت معلم (ii) بحیثیت پیغمبر امن

5- خلافت راشدہ

1- خلفائے راشدین (حضرت ابو بکر صدیق، حضرت عمر فاروق، حضرت عثمان غنی، حضرت علی المرتضیٰ) کے شخص احوال

2- عہد خلافت راشدہ کے اہم محاسن

6- فقہ اسلامی

1- فقہ اسلامی کے مذہب: (آن، سنی، ماجماع، قیاس، اجتہاد)

2- ائمہ اربعہ کا تعارف (امام ابو حنیفہ، امام مالک، امام شافعی، امام احمد بن حنبل)

7- اسلام کی سماجی تعلیمات

1- خاندان کا تعارف و اہمیت

2- اسلام میں عورت کا مقام

3- اسلام کا تصور حقوق اعباد

4- اسلام کی اخلاقی تعلیمات

8- اسلام اور جدید دنیا

1- عالمگیری - اور اس کے مسائل و تقاضے

2- اسلام و نوینا

3- تکثیری معاشرہ Pluralistic Society اور اسلامی تعلیمات

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	2
Course Title	Ideology and Constitution of Pakistan				
Course Introduction					
This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistan citizens to enable them function in a socially responsible manner.					
Learning Outcomes					
By the end of this course, students will be able to:					
1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding father of Pakistan. 2. Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure. 3. Explain about the guiding principles on rights and responsibilities of Pakistan citizens as enshrined in the Constitution of Pakistan 1973.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction to the Ideology of Pakistan 1.1 Definition and significance of ideology			Reading: Mujahid, S. U. (2001). <i>Ideology of Pakistan</i> (Chapter 1). Assignment: Students will write a short concept note defining "Ideology" in the context of a nation-state.	
Week 2	1.2 Historical contest of the creation of Pakistan (with emphasis on socio-political religious and cultural dynamics of British India between 1857 till 1947)			Reading: Sayeed, K. B. (1968). <i>Pakistan: The formative phase, 1857–1948</i> (Chapters 2-4). Assignment: Group Discussion: Analyze the War of 1857 as a watershed moment in the history of British India.	

Week 3	1.3 Contributions of founding fathers of Pakistan of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah., etc	Reading: Ahmed, A. S. (1997). <i>Jinnah, Pakistan and Islamic identity</i> (Chapter 5); Iqbal, J. (n.d.). <i>Ideology of Pakistan</i>. Assignment: Compare and contrast the roles of Allama Iqbal and Muhammad Ali Jinnah in the freedom movement (500 words).
Week 4	1.4 Contributions of women and students in the freedom movement for separate homeland for Muslims of British India	Reading: Jalal, A. (2014). <i>The struggle for Pakistan</i> (Selected pages on social movements). Assignment: Presentation: Highlight the contribution of a specific student federation or women's organization during the 1940s.
Week 5	Unit 2: Two-Nation Theory 2.1 Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940)	Reading: Qureshi, I. H. (1969). <i>The struggle for Pakistan</i> (Relevant Chapters); Aziz, K. K. (1968). <i>The making of Pakistan</i>. Assignment: Quiz on the historical events leading to the Lahore Resolution 1940.
Week 6	Unit 3: Introduction to the Constitution of Pakistan 3.1 Definition and importance of a constitution	Reading: Khan, H. (2005). <i>Constitutional and political history of Pakistan</i> (Chapter 1). Assignment: Class discussion: Why is a written constitution essential for a sovereign state?
Week 7	3.2 Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949)	Reading: Choudhury, G. W. (1967). <i>Constitution-making in Pakistan</i> (Chapter on Objectives Resolution). Assignment: Critical analysis of the Objectives Resolution text (1-page summary).

Week 8	Unit 4: Constitution and State Structure 4.1 Structure of Government (executive, legislature, and judiciary)	Reading: National Assembly of Pakistan. (1973). <i>The Constitution of the Islamic Republic of Pakistan</i> (Part III: Federation of Pakistan). Assignment: Diagrammatic representation of the State Structure of Pakistan.
Week 9	4.2 Distribution of powers between federal and provincial governments	Reading: Hussain, M. (2009). <i>The Parliament of Pakistan</i> ; Constitution of Pakistan (Federal Legislative Lists). Assignment: Assignment: Compare the Federal List and the Concurrent List (pre-18th Amendment context).
Week 10	4.3 18th Amendment and its impact on federalism	Reading: Ziring, L. (2003). <i>Pakistan in the twentieth century</i> (Updated readings on 18th Amendment). Assignment: Debate session: "Has the 18th Amendment strengthened the federation or weakened it?"
Week 11	Unit 5: Fundamental Right, Principles of Policy and Responsibilities 5.1 Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan	Reading: Constitution of Pakistan (1973), Part II, Chapters 1 & 2. Assignment: Case study analysis: Identifying violations of fundamental rights in current news reports.
Week 12	5.2 Overview of Principles of Policy (Articles 29-40)	Reading: Constitution of Pakistan (1973), Articles 29-40. Assignment: Written assignment: Select one Principle of Policy and evaluate the state's adherence to it.
Week 13	5.3 Responsibilities of the Pakistan citizens (Article 5)	Reading: Constitution of Pakistan (1973), Article 5-20.

		Assignment: Class discussion on civic duties and the concept of allegiance to the state.
Week 14	Unit 6: Constitutional Amendments 6.1 Procedures for amending the Constitution	Reading: Khan, H. (2005). <i>Constitutional and political history of Pakistan</i> (Chapter on Constitutional Amendments). Assignment: Review the procedure for constitutional amendments (Article 239).
Week 15	6.2 Notable Constitutional amendments and their implications	Reading: Choudhury, G. W. (1969). <i>Constitutional development in Pakistan</i> . Assignment: Presentation: Impact of the 8th and 17th Amendments on the political landscape of Pakistan.
Week 16	Revision	Review of key concepts and mock quiz.
Textbooks and Reading Material		
Ahmed, A. S. (1997). <i>Jinnah, Pakistan and Islamic identity: The search for Saladin</i>. Routledge. Aziz, K. K. (1968). <i>The making of Pakistan: A study in nationalism</i>. Sang-e-Meel Publications. Choudhury, G. W. (1967). <i>Constitution-making in Pakistan: The dynamics of political development</i>. Institute of Islamic Culture. Choudhury, G. W. (1969). <i>Constitutional development in Pakistan</i>. Longman. Cohen, S. P. (2004). <i>The idea of Pakistan</i>. Brookings Institution Press. Hussain, M. (2009). <i>The Parliament of Pakistan</i>. Higher Education Commission. Iqbal, J. (n.d.). <i>Ideology of Pakistan</i>. n.p. Jalal, A. (2014). <i>The struggle for Pakistan: A Muslim homeland and global politics</i>. Belknap Press of Harvard University Press. Khan, H. (2005). <i>Constitutional and political history of Pakistan</i>. Oxford University Press. Mahmood, S. (1999). <i>Pakistan: Political roots and development 1947–1999</i>. Oxford University Press.		

Mujahid, S. U. (2001). *Ideology of Pakistan*. National Book Foundation.

National Assembly of Pakistan. (1973). *The Constitution of the Islamic Republic of Pakistan, 1973*. Government of Pakistan.

Qureshi, I. H. (1969). *The struggle for Pakistan*. University of Karachi.

Sayeed, K. B. (1968). *Pakistan: The formative phase, 1857–1948*. Oxford University Press.

Talbot, I. (2012). *Pakistan: A new history*. Oxford University Press.

Ziring, L. (2003). *Pakistan in the twentieth century: A political history*. Oxford University Press.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Development				
Course Introduction					
This course offers a critical examination of development from a sociological perspective, exploring how ideas of progress, growth, and modernization have been conceptualized and implemented across different societies. It investigates the historical and theoretical foundations of development, including modernization, dependency, and socialist models, and examines how development policies impact cultures, social structures, and everyday lives. Special emphasis is placed on the social, cultural, and economic determinants of development, the role of technology, and the dynamics of global inequality. Students will also explore contemporary issues such as gender, class, consumerism, and the role of NGOs and aid in shaping development, with particular attention to Pakistan as a case study. By integrating global and local perspectives, the course encourages students to critically assess sustainable development practices and the politics of change in the Global South.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand sociological perspectives on development and progress. 2. Analyze the impact of development policies on societies and cultures. 3. Evaluate global and local approaches to sustainable development.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction 1.1 Change, development, and progress			Reading: Webster, A. (1990). <i>Introduction to the Sociology of Development</i> (Chapter 1). Assignment: Diagnostic Essay: "What does 'Development' mean to you?"	
Week 2	1.2 Development and underdevelopment			Reading: Furtado, C. (2021). <i>Underdevelopment and Dependence: The Fundamental Connections. Review of Political Economy.</i> Assignment: Reading quiz on key definitions of underdevelopment.	
Week 3	Unit 2: Theories of development 2.1 The Modernization School			Reading: Willis, K. (2005). <i>Theories and Practices of</i>	

		<i>Development</i> (Chapter 2: Modernization). Assignment: Critical review of Rostow's Stages of Economic Growth.
Week 4	2.2 Marxist and Socialist Models	Reading: Griffiths, R. J. (2004). <i>Developing World</i> (Chapter on Socialist approaches). Assignment: Class debate: Capitalism vs. Socialism in the context of development.
Week 5	2.3 Development and Underdevelopment-Dependency	Reading: Furtado, C. (2021); Willis, K. (2005) (Chapter on Dependency Theory). Assignment: Group presentation on the core-periphery relationship.
Week 6	2.4 Structural Adjustment	Reading: Boas, M. (2004). <i>Global Institutions and Development</i> (Chapter on Structural Adjustment). Assignment: Case study analysis of structural adjustment in a specific country.
Week 7	Unit 3: Determinants of Development 3.1 Social determinants	Reading: Chambers, R. (2005). <i>Ideas for Development</i> (Chapter on Social Factors). Assignment: Assignment: Identify social barriers to development in rural Pakistan.
Week 8	3.2 Cultural 3.3 Economic	Reading: Cherniak, K. (2021). <i>Sociology from the Global South and Global North</i> . Assignment: Discussion: How does culture influence economic progress?
Week 9	Unit 4: Technology and Development 4.1 Technology	Reading: Jha, A.K. (2006). <i>Globalization & Human Resource Development in 21st Century</i> . Assignment: Short paper on the "Digital Divide" and its sociological implications.

Week 10	4.2 Adoption of technology 4.3 Role of technology in development	Reading: Webster, A. (1990) (Selected Chapter on Technology). Assignment: Presentation: Technology as a tool for social change.
Week 11	Unit 5: Social Change and Development in Global Perspective 5.1 The Politics of Development: Economy, Policy, Culture	Reading: Kothari, U. (2002). <i>Development Theory and Practice</i> (Introduction). Assignment: Critical analysis of a global development policy document (e.g., SDGs).
Week 12	5.2 Corporations, Classes and Consumerism	Reading: Ozga, J. (2021). Problematising policy; Willis, K. (2005). Assignment: Assignment: Analyze the impact of consumer culture on local traditions.
Week 13	5.3 Gender and Development	Reading: Billson, J. M. (2020). Sociology and the Sustainable Development Goals. Assignment: Group work: Role of women in development initiatives in Pakistan.
Week 14	5.4 Transitional Practices in the Third World	Reading: Sahni, P. (2003). <i>Governance for Development</i> (Chapter on Third World transitions). Assignment: Class discussion on challenges of transition in developing nations.
Week 15	Unit 6: The Role of Aid in Development 6.1 The Role of Non-government Organizations in Development	Reading: Debora Heade. (2005). <i>Development NGO & Civil Society</i> . Assignment: Case study: Evaluate the role of a major NGO working in Pakistan.
Week 16	6.2 Development in Pakistan: A Case Study	Development in Pakistan: A Case Study
Textbooks and Reading Material		
Ozga, J. (2021). Problematising policy: The development of (critical) policy sociology. <i>Critical Studies in Education</i> , 62(3), 290-305. Cherniak, K. (2021). Sociology from the Global South and the Global North: Systematising Characteristics and Relations. <i>Sociological studios</i> , (1 (18)), 6-13.		

Furtado, C. (2021). Underdevelopment and Dependence: The Fundamental Connections. *Review of Political Economy*, 33(1), 7-15.

Billson, J. M. (2020). Sociology and the Sustainable Development Goals: Or, Do We Really Have a Role in Changing the World?. *Journal of Applied Social Science*, 14(2), 127-144.

Chambers, Robert. (2005). Ideas for Development. London: Earthscan.

Debora Heade. (2005). Development NGO & Civil Society. Jaipur: Rawat Publications.

Boas, Morten.(2004). Global Institutions and Development: Framing the World London: Routledge

Jha, A.K. (2006). Globalization & Human Resource Development in 21st Century. Lucknow: Institute for Sustainable Development.

Katie Willis. (2005). Theories and Practices of Development. London: Routledge.

Griffiths, Robert J. (2004). Developing World. Guilford: McGraw-Hill.

Kothari, Uma. (2002). Development Theory and Practice: Critical Perspectives. New York: Palgrave Macmillan.

Sahni, Pardeep. (2003). Governance for Development: Issues and Strategies. New Delhi: Prentice Hall.

Webster, Andrew. (1990). Introduction to the Sociology of Development. 2nd ed. London: Macmillan Education Ltd

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social & Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Program	BS in Sociology	Course Code		Credit Hours	3
Course Title	Contemporary Sociological Theories				
Course Introduction					
This course explores the major theoretical developments in sociology from the mid-20th century to the present. Building on classical foundations, it introduces students to contemporary sociological theories that explain social structures, identities, power relations, and cultural transformations in modern and postmodern societies. Through an engagement with key theorists students will examine how contemporary theory addresses the complexities of social life in an increasingly global, unequal, and interconnected world. The course emphasizes critical thinking, reflexive inquiry, and the application of theory to contemporary issues, particularly within postcolonial and Global South contexts.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand modern and postmodern sociological theories. 2. Critically analyze contemporary theoretical frameworks for understanding societal issues. 3. Apply contemporary theories to interpret social phenomena.					
Course Content			Assignments/Readings		
Week 1	Introduction, Nature of Sociological Theory Today, Continuities and Disruptions from Classical Theory		Reading: Ritzer, G. (2011). <i>Sociological Theory</i> (Chapter 1: Introduction). Assignment: Short reflection paper (300 words) on "Why study sociological theory in the 21st century?"		
Week 2	Functional and Middle-Range Theories Talcott Parsons: Structural Functionalism, Action Systems and Equilibrium		Reading: Parsons, T. (1951). <i>The Social System</i> (Chapter 1). Assignment: Diagram the AGIL schema as applied to the University as a social system.		
Week 3	Robert K. Merton – Middle-Range Theories, Manifest and Latent Functions		Reading: Merton, R. K. (1968). <i>Social Theory and Social Structure</i> (Chapter on Manifest and Latent Functions). Assignment: Identify the manifest and latent functions of		

		the education system in Pakistan.
Week 4	Conflict and Critical Theories Ralph Dahrendorf – Conflict and Authority, Class and Social Change	Reading: Dahrendorf, R. (1959). <i>Class and Class Conflict in Industrial Society</i> (Chapter 1). Assignment: Compare Dahrendorf's conflict theory with Marx's historical materialism (Venn Diagram).
Week 5	C. Wright Mills: The Sociological Imagination & Power Elite	Reading: Mills, C. W. (1959). <i>The Sociological Imagination</i> (Chapter 1: The Promise). Assignment: Write a short essay applying the "Sociological Imagination" to a personal trouble (e.g., unemployment or depression).
Week 6	The Social Self and Interaction: George Herbert Mead: Theory of Self, Mind, and Society	Reading: Mead, G. H. (1934). <i>Mind, Self, and Society</i> (Section on The Self). Assignment: Class Activity: Role-playing the "I" and the "Me" in social interaction.
Week 7	Charles Horton Cooley – <i>Looking-Glass Self, Primary Groups, and Socialization</i>	Reading: Cooley, C. H. (1902). <i>Human Nature and the Social Order</i> (Chapter on The Looking-Glass Self). Assignment: Quiz on Symbolic Interactionism concepts.
Week 8	Structuration and Late Modernity Anthony Giddens: Structuration Theory	Reading: Giddens, A. (1984). <i>The Constitution of Society</i> (Chapter 1). Assignment: Case Study Analysis: Analyze a local social practice using the duality of structure.
Week 9	Zygmunt Bauman: Liquid Modernity	Reading: Bauman, Z. (2000). <i>Liquid Modernity</i> (Introduction). Assignment: Discussion Forum: How does "liquid modernity" explain changing family structures or job security today?
Week 10	Feminist Theory: Patricia Hill Collins: Black Feminist Thought and Intersectionality	Reading: Collins, P. H. (1990). <i>Black Feminist Thought</i> (Chapter 1).

		Assignment: Group Presentation: Applying the matrix of domination to understand social inequality in Pakistan.
Week 11	Contemporary and Postmodern Thinkers Michel Foucault: Knowledge/Power, Surveillance	Reading: Foucault, M. (1977). <i>Discipline and Punish</i> (Chapter on Panopticism). Assignment: Critical Review: Analyze the concept of surveillance in modern digital spaces using Foucault's ideas.
Week 12	Pierre Bourdieu: Habitus, Capital, and Field, Symbolic Violence, Reproduction of Social Inequality	Reading: Bourdieu, P. (1986). The Forms of Capital. In <i>Handbook of Theory and Research for the Sociology of Education</i> . Assignment: Field Observation: Identify forms of capital (economic, social, cultural) in a wedding ceremony.
Week 13	Jurgen Habermas: Communicative Action, Lifeworld, Public Sphere	Reading: Habermas, J. (1989). <i>The Structural Transformation of the Public Sphere</i> (Introduction). Assignment: Class Debate: Is social media a new "Public Sphere"?
Week 14	Postcolonial and Southern Theories Frantz Fanon and the Colonial Question: Colonization and dehumanization, Internalized racism and colonial/colonized psyche	Reading: Fanon, F. (1963). <i>The Wretched of the Earth</i> (Chapter on Violence or Conclusion). Assignment: Written Assignment Submission (10 Marks): Critical essay on the relevance of Fanon's ideas to postcolonial societies.
Week 15	Raewyn Connell: Southern Theory, Globalizing Sociology	Reading: Connell, R. (2007). <i>Southern Theory</i> (Chapter 1 or Conclusion). Assignment: Presentation (15 Marks): Present a research proposal applying "Southern Theory" to a local Pakistani social issue.
Week 16	Course revision	Review of key concepts and preparation for final examination.
Textbooks and Reading Material		

Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course			
Assignments: Types and Number with Calendar			
1. Written Assignment10 Marks14th week 2. Presentation15 Marks15th Week			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Urban Sociology				
Course Introduction					
This course offers a sociological overview of urbanization as a transformative force shaping modern societies and human behavior. It examines how urban growth influences social structures, relationships, and patterns of interaction in diverse city environments. Special attention is given to understanding urban behavior—how individuals and groups navigate, adapt to, and shape urban spaces amid challenges such as inequality, density, and diversity. Through critical engagement with contemporary urban issues and planning approaches, the course explores the complex dynamics of urban development, governance, and sustainability, with a particular focus on the realities of cities in Pakistan and other developing countries.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand sociological concepts related to urbanization and urban life. 2. Analyze the dynamics of social relationships in urban settings. 3. Evaluate urban policies and their impact on communities and development.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction to Urbanization and Urban Sociology 1.1.Definitions and significance 1.2.Global Trends of Urbanization			Reading: Gottdiener, M., & Budd, L. (2005). <i>Key concepts in urban studies</i> (Entries: Urbanization, City). Assignment: Discussion: Compare the sociological definitions of "urban" vs. "rural" in the Pakistani context.	
Week 2	1.3 Brief History and Factors of urbanization			Reading: Gottdiener, M., et al. (2019). <i>The new urban sociology</i> (Chapter 1: Theoretical Origins). Assignment: Assignment: Create a timeline of major historical shifts in urbanization (Pre-	

		industrial to Post-industrial).
Week 3	1.4 Impact of urbanization on Developed and Developing countries 1.5 SDGs on City	Reading: Smith, D. O. (2019). <i>Third world cities in global perspective</i> (Chapter 1). Assignment: Review SDG 11 (Sustainable Cities and Communities) and write a one-page policy brief on its relevance to Pakistan.
Week 4	Unit 2: Urban Population Growth and its components	Reading: Timberlake, M. (2017). The world-system perspective and urbanization. Assignment: Data Analysis: Analyze the latest census data regarding urban population growth rates in Pakistan.
Week 5	Unit 3: Changing Forms of Urbanization 3.1 Suburbs and Suburbanization	Reading: Parker, S. (2004). <i>Urban theory and the urban experience</i> (Chapter on City and Suburbs). Assignment: Photo Essay: Document visual evidence of suburbanization around Lahore (or your city).
Week 6	3.2 Exurbs and Exurbanization 3.3 Metropolitan Cities	Reading: Gottdiener, M., et al. (2019). <i>The new urban sociology</i> (Chapter on Metropolitan Regions). Assignment: Mapping Exercise: Identify and map the boundaries of a Metropolitan region in Pakistan.
Week 7	3.4 Multi-centered Metropolitan Region	Reading: Allen, J., Massey, D., & Pryke, M. (1999). <i>Understanding cities: Unsettling cities</i> . Assignment: Class Discussion: The shift from monocentric to polycentric cities – causes and consequences.

Week 8	Unit 4: Important Urban Concerns 1.1 Urban Slums 1.2 Housing and Homelessness	Reading: Smith, D. O. (2019). <i>Third world cities in global perspective</i> (Chapter on Housing). Assignment: Case Study: Analyze the socio-economic profile of a specific Katchi Abadi (urban slum).
Week 9	1.3 Urban Slums 1.4 Housing and Homelessness	Reading: Korver-Glenn, E., et al. (2021). A critical intervention for urban sociology. Assignment: Group Presentation: Propose a housing policy intervention for low-income urban dwellers.
Week 10	1.5 Health 1.6 Traffic 1.7 Urban Sprawl	Reading: Levy, J. M. (2016). <i>Contemporary urban planning</i> (Chapters on Transportation and Environmental Planning). Assignment: Field Survey: Conduct a mini-survey on traffic congestion issues and health impacts in a selected area.
Week 11	Unit 5: Urban Planning and Design 5.1 Urban Decay, Urban Renewal, and Gentrification	Reading: Levy, J. M. (2016). <i>Contemporary urban planning</i> (Chapter on Urban Renewal). Assignment: Critical Review: Watch a documentary or review a case study on gentrification and write a critique.
Week 12	5.2 Sustainable Urbanization	Reading: Wu, F. (2015). <i>Planning for growth</i> (Relevant sections on sustainability). Assignment: Assignment: Design a checklist for a "Sustainable Neighborhood" in Pakistan.
Week 13	5.3 Theories of urban planning: Smart Growth and New Urbanism	Reading: Levy, J. M. (2016). <i>Contemporary urban planning</i> (Chapter on Smart

		Growth). Assignment: Debate: Is "Smart Growth" a feasible solution for unplanned cities in the Global South?
Week 14	Unit 6: Urbanization in Pakistan 6.1 Trends and Growth	Reading: Government of Pakistan. (Latest Census Report or Economic Survey - Chapter on Urbanization). Assignment: Statistical Report: Interpret graphs and charts regarding the growth trends of major cities in Pakistan.
Week 15	6.2 Major Issues/ Problems and their impact	Reading: Newspaper Articles and Academic Reports on urban issues in Pakistan. Assignment: Written Essay: Identify the three most critical urban problems in Pakistan and analyze their social impact.
Week 16	6.3 Government Policies, Proposed Solutions and New Policies	Reading: Pakistan Planning Commission Reports or relevant Urban Policy documents. Assignment: Final Project Presentation: Propose a sociological solution to an urban problem in Pakistan.
Textbooks and Reading Material		
Allen, J., Massey, D., & Pryke, M. (1999). <i>Understanding cities: Unsettling cities</i>. The Open University. Gottdiener, M., Budd, L. (2005). <i>Key concepts in urban studies</i>. SAGE Publications. Gottdiener, M., Hohle, R., & King, C. (2019). <i>The new urban sociology</i> (6th ed.). Routledge. Korver-Glenn, E., Dantzler, P., & Howell, J. (2021). A critical intervention for urban sociology. <i>City & Community</i>, 20(1), 3–10. https://doi.org/10.1111/cico.12494 Levy, J. M. (2016). <i>Contemporary urban planning</i> (11th ed.). Taylor & Francis. Parker, S. (2004). <i>Urban theory and the urban experience: Encountering the city</i>. Routledge.		

Smith, D. O. (2019). *Third world cities in global perspective: The political economy of uneven urbanization*. Routledge.

Timberlake, M. (2017). The world-system perspective and urbanization. In N. Brenner & R. Keil (Eds.), *The globalizing cities reader* (pp. 77–82). Routledge.

Wu, F. (2015). *Planning for growth: Urban and regional planning in China*. Routledge.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	2
Course Title	Introduction to Political Sciences				
Course Introduction					
This course provides a comprehensive introduction to the history and foundational philosophies of political science. It explores the evolution of political thought from ancient to modern times, analyzing the key philosophers, ideologies, and movements that have shaped political science as a discipline. Students will engage with the works of influential thinkers, examining how their ideas have influenced contemporary political systems and theories. The course aims to develop a critical understanding of political concepts such as justice, power, authority, and the state, and how these have been interpreted and reinterpreted over time.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. understand the historical development of political thought by identifying key periods, influential thinkers, and major ideologies that have shaped the discipline of political science. 2. critically analyze and compare foundational political philosophies, demonstrating an understanding of their core principles and implications for contemporary political systems and theories. 3. apply foundational political concepts such as justice, power, and authority, contemporary political issues, using historical and philosophical frameworks to engage with and critique current political debates.					
Course Content				Assignments/Readings	
Week 1	Definition and Scope of Political Science			Reading: Roskin, M. G. (1997). <i>Political science: An introduction</i> (Chapter 1). Assignment: Write a concept note distinguishing between "Politics" and "Political Science."	
Week 2	Sub-Fields of Political Science			Reading: Rodee, A., et al. (n.d.). <i>Introduction to</i>	

		<i>political science</i> (Chapter 1). Assignment: Group Discussion: Students will discuss the relevance of various sub-fields (IR, Comparative Politics, Public Admin) to Sociology.
Week 3	Relationship of Political Science with other Social Sciences	Reading: Khalid, I., & Mukhtar, A. (n.d.). <i>Introduction to political science</i> (Chapter on Relationship with Social Sciences). Assignment: Create a diagram illustrating the intersection of Political Science with Sociology and History.
Week 4	Approaches to the study of Political Science: The traditional Approach	Reading: Mahajan, V. D. (2006). <i>Political theory</i> (Chapter on Approaches). Assignment: Critical analysis: List the merits and demerits of the Normative/Traditional Approach.
Week 5	Approaches to the study of Political Science: The Behavioural Approach	Reading: Mahajan, V. D. (2006). <i>Political theory</i> (Chapter on Behaviouralism). Assignment: Quiz: A short quiz comparing Traditional vs. Behavioural approaches.
Week 6	Ancient Political Philosophies: An Overview of Athenian philosophy	Reading: Roskin (1997). <i>Political science</i> (Chapter on Political Philosophies); Sabine, G.H. (Readings on Plato/Aristotle). Assignment: Reading response: Summarize Plato's concept of the "Philosopher King."
Week 7	Medieval Political Philosophies: St Augustine and Thomas Aquinas the influence of Religion in Politics	Reading: Mahajan, V. D. (2006). <i>Political theory</i> (Chapter on Medieval

		Political Thought). Assignment: Short essay: Discuss the role of the Church in shaping medieval political theory.
Week 8	Concept of Sovereignty: Western	Reading: Khalid, I., & Mukhtar, A. (n.d.). <i>Introduction to political science</i> (Chapter on Sovereignty). Assignment: Case Study: Identify aspects of legal sovereignty in the current constitution of Pakistan.
Week 9	Concept of Sovereignty: Islamic	Reading: Shafi, C. A. (1996). <i>Usul-e-Siyasiat</i> (Urdu) or Khalid, I. (Chapter on Islamic Political Thought). Assignment: Written Assignment: Compare Western and Islamic concepts of Sovereignty (500 words).
Week 10	Changing dynamics and Sovereignty	Reading: Rodee, A., et al. (n.d.). <i>Introduction to political science</i> (Sections on Globalization). Assignment: Class Debate: "Is Globalization eroding State Sovereignty?"
Week 11	State and its Functions	Reading: Mahajan, V. D. (2006). <i>Political theory</i> (Chapter on The State). Assignment: Differentiate between "State" and "Government" with examples from contemporary politics.
Week 12	Power, Authority, and Legitimacy	Reading: Roskin (1997). <i>Political science</i> (Chapter 2). Assignment: Identify examples of Traditional, Charismatic, and Legal- Rational authority in the local context.

Week 13	Organs of Government and its Functions Legislature, Executive, and Judiciary	Reading: Sarwar, M. (n.d.). <i>Introduction to political science</i> (Chapter on Organs of Government). Assignment: Group Work: Prepare a flow chart of the separation of powers in a Parliamentary system.
Week 14	Presentations	Assignment: Student presentations on selected political thinkers or concepts (Weeks 1-7 topics).
Week 15	Presentations	Assignment: Student presentations on applied political concepts (Weeks 8-13 topics).
Week 16	Presentations	Assignment: Concluding presentations and Q&A session.
Textbooks and Reading Material		
Khalid, I., & Mukhtar, A. (n.d.). <i>Introduction to political science: A textbook (Part 1)</i>. Ever new Book Palace. Mahajan, V. D. (2006). <i>Political theory: Principles of political science</i>. S. Chand & Company. Rodee, A., Anderson, R., Christol, C. Q., & Greene, T. (n.d.). <i>Introduction to political science</i> (Latest ed.). National Book Foundation. Roskin, M. G. (1997). <i>Political science: An introduction</i>. Prentice Hall. Sarwar, M. (n.d.). <i>Introduction to political science</i>. [Publisher not specified]. Shafi, C. A. (1996). <i>Usul-e-Siyasiat</i> (Urdu). Standard Book Depot.		
Teaching Learning Strategies		
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course		
Assignments: Types and Number with Calendar		
1. Assignment types, 2. Quiz competition among students. 3. Presentations with question answers session 4. Group discussions		

Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies Faculty of Behavioral and Social Sciences University of the Punjab, Lahore Course Outline					
Programme	BS in Sociology	Course Code		Credit Hours	2
Course Title	Civics & Community Engagement				
Course Introduction					
This course is designed to provide students with fundamental knowledge about civics, citizenship, and community engagement, Students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real-world situations to make a positive impact on their communities.					
Learning Outcomes					
By the end of this course, students will be able to:					
1. Demonstrate fundamental understanding of civics, government, citizenship and civil society. 2. Understand the concept of community and recognize the significance of community 3. engagement for individuals and groups. 4. Recognize the importance of diversity and inclusivity for societal harmony and peaceful coexistence.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction to Civics and Citizenship 1.1 Definition of civics, citizenship, and civic engagement 1.2 Historical evolution of civic participation			Reading: McGraw-Hill Education. (2014). <i>Civics today</i> (Chapter 1: Citizenship). Assignment: Students will write a short reflection paper defining "Good Citizenship" in the context of Pakistani society.	
Week 2	1.3 Types of citizenship: active, participatory, digital, etc. 1.4 The relationship between democracy and citizenship			Reading: Pike, G., & Selby, D. (2000). <i>Globalization and citizenship</i> (Chapter 2). Assignment: Class Discussion: Compare and contrast "Active" vs.	

		"Passive" citizenship with examples.
Week 3	Unit 2: Civics and Citizenship 2.1 Concepts of civics, citizenship, and civic engagement. 2.2 Foundations of modern society and citizenship 2.3 Types of citizenship: active, participatory, digital, etc	Reading: Kymlicka, W., & Norman, W. (Eds.). (2000). <i>Citizenship in diverse societies</i> (Chapter 1). Assignment: Quiz on the foundational concepts of modern citizenship.
Week 4	Unit 3: State, government and Civil Society 3.1 Structure and functions of government in Pakistan	Reading: Constitution of Pakistan 1973 (Selected Chapters on Federal and Provincial Government structures). Assignment: Diagrammatic Representation: Draw the organizational structure of the Government of Pakistan.
Week 5	3.2 The relationship between democracy and civil society 3.3 Right to vote and importance of political participation and representation	Reading: Clarke, M., & Steckel, M.-M. (2019). <i>Creating social change</i> (Section on Civil Society). Assignment: Group Activity: Analyze the role of one Civil Society Organization (CSO) in Pakistan's democratic process.
Week 6	Unit 4: Right and Responsibilities 1.1 Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973	Reading: Constitution of Pakistan 1973, Part II (Fundamental Rights and Principles of Policy). Assignment: Case Study Analysis: Identify a news article regarding the violation of a fundamental right and present a legal analysis.
Week 7	1.2 Civic responsibilities and duties 1.3 Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)	Reading: McGraw-Hill Education. (2014). <i>Civics today</i> (Chapter on Civic Responsibilities). Assignment: Role Play: Students will simulate a town hall meeting to resolve a local

		conflict, emphasizing ethical dialogue.
Week 8	Unit 5: Community Engagement 5.1 Concept, nature and characteristics of community 5.2 Community development and social cohesion	Reading: Feldpausch, B. J., & Omilian, S. M. (2016). <i>Community engagement</i> (Chapter 1 & 2). Assignment: Community Mapping: Create a map of a local community identifying its key institutions and resources.
Week 9	5.3 Approaches to effective community engagement. 5.4 Case studies of successful community driven initiatives	Reading: Feldpausch, B. J., & Omilian, S. M. (2016). <i>Community engagement</i> (Case Studies Section). Assignment: Presentation: Present a case study of a successful community initiative (e.g., The Citizen's Foundation, Edhi Foundation).
Week 10	Unit 6: Advocacy and Activism 6.1 Public discourse and public opinion	Reading: Clarke, M., & Steckel, M.-M. (2019). <i>Creating social change</i> (Chapter on Advocacy). Assignment: Write an Op-Ed (800 words) on a current social issue suitable for a national newspaper.
Week 11	6.2 Role of advocacy in addressing social issues 6.3 Social action movements	Reading: Youniss, J., & Levine, P. (Eds.). (2009). <i>Engaging youth in civic life</i> (Selected Chapter on Social Movements). Assignment: Group Project: Design a mock advocacy campaign for a social cause.
Week 12	Unit 7: Digital Citizenship and Technology 7.1 The use of digital platforms for civic engagement	Reading: Mattson, K. (2017). <i>Digital citizenship in action</i> (Chapter 1 & 2). Assignment: Digital Audit: Analyze the social media presence of a political leader or NGO and evaluate their engagement strategy.
Week 13	7.2 Cyber ethics and responsible use of social media	Reading: Mattson, K. (2017). <i>Digital citizenship in action</i> (Chapter on Ethics).

	7.3 Digital divides and responsible (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship	Assignment: Debate: "Does Social Media bridge or widen the gap in civic participation?"
Week 14	Unit 8: Diversity, Inclusion and Social Justice 8.1 Understanding diversity in society (ethnic, cultural, economic, political etc.)	Reading: Kymlicka, W., & Norman, W. (Eds.). (2000). <i>Citizenship in diverse societies</i> (Chapter on Multiculturalism). Assignment: Assignment: Reflect on the ethnic and cultural diversity of your own classroom/community.
Week 15	8.2 Youth, women and minorities' engagement in social development 8.3 Addressing social inequalities and injustices in Pakistan	Reading: Youniss, J., & Levine, P. (Eds.). (2009). <i>Engaging youth in civic life</i> (Selected pages on Youth Engagement). Assignment: Field Report (Practical Activity): Submit a report on a community interaction or interview regarding social inequality.
Week 16	8.4 Promoting inclusive citizenship and equal rights for societal harmony and peaceful coexistence	Reading: Course review material and summary texts. Assignment: Final Presentation: Present findings from the practical community engagement project.
Textbooks and Reading Material		
Clarke, M., & Steckel, M.-M. (2019). <i>Creating social change: A blueprint for a better world</i> . Praeger. Feldpausch, B. J., & Omilian, S. M. (2016). <i>Community engagement: Principles, strategies, and practices</i> . Civic Research Institute. Kymlicka, W., & Norman, W. (Eds.). (2000). <i>Citizenship in diverse societies</i> . Oxford University Press. Mattson, K. (2017). <i>Digital citizenship in action: Empowering students to engage in online communities</i> . ISTE. McGraw-Hill Education. (2014). <i>Civics today: Citizenship, economics, & you</i> (Updated ed.). McGraw-Hill Education.		

Pike, G., & Selby, D. (2000). <i>Globalization and citizenship: In the pursuit of a cosmopolitan education</i>. Zed Books. Youniss, J., & Levine, P. (Eds.). (2009). <i>Engaging youth in civic life</i>. Vanderbilt University Press.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance. SUJGGESTED PRACTICAL ACTIVITIES (OPTIONAL) As part of the overall learning requirements, the course may have one or a combination of the following practical activities: 1. Community Storytelling: Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentations that capture the lived experiences and perspectives of diverse individuals. 2. Community Event Planning: Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop. 3. Service-Learning: Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations. 4. Cultural Exchange Activities: Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances, and presentations that promote cross-cultural understanding.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.

3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
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Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	2
Course Title	Entrepreneurship				
Course Introduction					
This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge; skills and abilities, enabling them seize the identified opportunities for initiating of business (including requirements for registration and incorporation with regulators such as SECP and others), market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation, overall, the course is geared towards personal growth and professional development for pursuing innovative ideas, availing opportunities and initiating start-ups.					
Learning Outcomes					
By the end of this course, students will be able to: 1. Knowledge of fundamental entrepreneurial concepts, skills and process: 2. Understanding of different personal, social and financial aspects associated with entrepreneurial activities: 3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on exports;					

4. Ability to apply knowledge, skills and abilities acquired in the course to develop a feasible business plan for implementation.

Course Content		Assignments/Readings
Week 1	Unit 1: Introduction to Entrepreneurship 1.1 Definition and concept of entrepreneurship 1.2 Why to become an entrepreneur?	Reading: Barringer, B. R., & Ireland, R. D. (2019). <i>Entrepreneurship</i> (Chapter 1: Introduction to Entrepreneurship). Assignment: Reflection Paper: "Motivations for Entrepreneurship" – Students interview a local entrepreneur and identify their motivations.
Week 2	1.3 Entrepreneurial process 1.4 Role of entrepreneurship in economic development	Reading: Kuratko, D. F. (2020). <i>Entrepreneurship</i> (Chapter 1: The Entrepreneurial Perspective). Assignment: Class Discussion: Analyze the impact of a major startup (e.g., Careem, Foodpanda) on Pakistan's economy.
Week 3	Unit 2: Entrepreneurial Skills 2.1 Characteristics and qualities of successful entrepreneurs (including stories of successes and failures)	Reading: Timmons, J. A., et al. (2011). <i>New venture creation</i> (Chapter: The Entrepreneurial Mind). Assignment: Case Study Analysis: Analyze a failed startup and identify the key reasons for failure.
Week 4	2.2 Areas of essential entrepreneurial skills and abilities such as creative and critical thinking innovation and risk taking	Reading: Ries, E. (2011). <i>The lean startup</i> (Chapter: Learn).

		Assignment: Creativity Exercise: Use the SCAMPER technique to improve a common household item.
Week 5	Unit 3: Opportunity Recognition and Idea Generation 3.1 Opportunity identification, evaluation and exploitation	Reading: Barringer, B. R., & Ireland, R. D. (2019). <i>Entrepreneurship</i> (Chapter 2: Recognizing Opportunities). Assignment: Submit a "Problem Statement" identifying a gap in the local market that can be turned into a business opportunity.
Week 6	3.2 Innovative ideas generation techniques for entrepreneurial ventures	Reading: Read, S., et al. (2016). <i>Effectual entrepreneurship</i> (Selected readings on Idea Generation). Assignment: Group Workshop: Brainstorming session to generate 3 viable business ideas.
Week 7	Unit 4: Marketing and sales 4.1 Four P's of Marketing	Reading: Abrams, R. (2009). <i>Entrepreneurship</i> (Chapter: Marketing Plan). Assignment: Draft a marketing mix (4Ps) for your proposed business idea.
Week 8	4.2 Developing a marketing strategy 4.3 Branding	Reading: Barringer, B. R., & Ireland, R. D. (2019). <i>Entrepreneurship</i> (Chapter on Marketing Issues). Assignment: Design a logo and a tagline for your proposed startup.
Week 9	Unit 5: Financial Literacy 5.1 Basic concepts of income, savings and investments	Reading: Timmons, J. A., et al. (2011). <i>New venture creation</i>

	5.2 Basic concepts of assets, liabilities and equity	(Chapter: Financial Resources). Assignment: Quiz: Financial terminology and basic accounting equations.
Week 10	5.4 Basic concepts of revenue and expenses 5.5 Overview of cash-flows	Reading: Abrams, R. (2009). <i>Entrepreneurship</i> (Chapter: Financial Statements). Assignment: Prepare a simplified Income Statement for a hypothetical business.
Week 11	5.6 Overview of banking products including Islamic modes of financing 5.7 Sources of funding for startups (angel financing, debt financing, equity financing etc)	Reading: Kuratko, D. F. (2020). <i>Entrepreneurship</i> (Chapter: Financing Entrepreneurship). Assignment: Research and present one Islamic financing mode (e.g., Musharakah) and how it applies to startups.
Week 12	Unit 6: Team Building for Startups 6.1 Characteristics and features of effective teams	Reading: Timmons, J. A., et al. (2011). <i>New venture creation</i> (Chapter: Building the Team). Assignment: Draft an organizational chart defining key roles for your startup.
Week 13	6.2 Team building and effective leadership for startups	Reading: Barringer, B. R., & Ireland, R. D. (2019). <i>Entrepreneurship</i> (Chapter: Managing and Growing the Venture). Assignment: Role Play: Resolving a conflict between hypothetical co-founders.
Week 14	Unit 7: Regulatory Requirements to Establish Enterprises in Pakistan	Reading: SECP (Securities and Exchange Commission

	7.1 Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.)	of Pakistan) – "Company Incorporation Guide". Assignment: Compare the legal requirements for a Sole Proprietorship vs. a Private Limited Company in Pakistan.
Week 15	7.2 Intellectual property rights and protection 7.3 Regulatory requirements to register an enterprise in Pakistan, with special emphasis on exports firms	Reading: IPO Pakistan (Intellectual Property Organization) – Brochures on Trademarks and Patents. Assignment: Group Presentation: Step-by-step process of registering an export-oriented firm in Pakistan.
Week 16	7.4 Taxation and financial reporting obligation	Reading: FBR (Federal Board of Revenue) – Guide for Small Businesses. Assignment: Final Project Submission: Submit the complete Business Plan.
Textbooks and Reading Material		
Abrams, R. (2009). <i>Entrepreneurship: A real-world approach</i>. Planning Shop. Barringer, B. R., & Ireland, R. D. (2019). <i>Entrepreneurship: Successfully launching new ventures</i> (6th ed.). Pearson. Kuratko, D. F. (2020). <i>Entrepreneurship: Theory, process, and practice</i> (11th ed.). Cengage Learning. Read, S., Sarasvathy, S. D., Dew, N., Wiltbank, R., & Ohlsson, A. V. (2016). <i>Effectual entrepreneurship</i> (2nd ed.). Routledge. Ries, E. (2011). <i>The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses</i>. Crown Business. Timmons, J. A., Spinelli, S., & Adams, R. (2011). <i>New venture creation: Entrepreneurship for the 21st century</i> (9th ed.). McGraw-Hill Education.		
Teaching Learning Strategies		
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts		

4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social & Cultural Studies
Faculty of Behavioral & Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Introduction to Demography				
Course Introduction					
This course provides a foundational understanding of demography, the scientific study of human populations. It examines the size, structure, and distribution of populations and how they change over time due to fertility, mortality, migration, and urbanization. Using a multidisciplinary approach, the course explores both classical and contemporary theories of population dynamics and introduces students to various sources and methods of demographic data collection and analysis. Through a global and comparative lens, it addresses population issues affecting both developed and developing countries, emphasizing the social, economic, and health implications of demographic change. Students will engage with demographic tools such as population pyramids and life tables and analyze current population trends to understand the broader impacts on society and policy.					
Learning Outcomes					
On the completion of the course, the students will:					
1. Understand core demographic concepts and processes—fertility, mortality, and migration—within a multidisciplinary context. 2. Analyze and interpret demographic data using basic tools and methods, including population pyramids, life tables, and surveys. 3. Apply classical and contemporary demographic theories to evaluate population trends and their implications for society and policy.					
Course Content			Assignments/Readings		
Week 1	Introduction to the Study of Population - Definitions, basic concepts, and components of population change - Scope: Formal demography vs. population studies		Reading: Lucas, D. (2017). <i>Beginning population studies</i> (Chapter 1: The Study of Population). Assignment: Short Essay: Differentiate between "Formal Demography" and "Population Studies" with examples.		
Week 2	Demographic Processes and Individual Action - The role of individual behavior in demographic change - Social and structural influences on demographic processes		Reading: Namboodiri, K. (2023). <i>A primer of population dynamics</i> (Chapter on Demographic Perspectives). Assignment: Class Discussion: How do social norms in Pakistan influence individual decisions regarding family size?		

Week 3	: Sources of Demographic Data • Censuses, vital registration systems, and population registers • Strengths and limitations of each source	Reading: Lundquist, J. K., et al. (2015). <i>Demography: The study of human population</i> (Chapter 2: Sources of Data). Assignment: Comparative Analysis: Review the methodology of the most recent Population Census of Pakistan and list three strengths and three limitations.
Week 4	Surveys and Use of Demographic Data • Demographic and Health Surveys (DHS) • Application of data in population analysis and policy	Reading: Hoque, M. N., et al. (2016). <i>Applied demography and public health</i> (Chapter 1). Assignment: Practical Activity: Visit the DHS website/StatCompiler and extract key demographic indicators for Pakistan (e.g., TFR, IMR) from the latest survey.
Week 5	Population Growth and Theories • Historical trends in population growth • Malthusian and Marxist theories of population	Reading: Lundquist, J. K., et al. (2015). <i>Demography</i> (Chapter on Population History and Theories). Assignment: Critical Review: Write a one-page critique of Malthusian theory in the context of modern technological advancements.
Week 6	Contemporary Population Perspectives • Current global demographic situation • The demographic transition theory\	Reading: Thomas, R. K. (2024). <i>Demography: An introduction to population studies</i> (Chapter on Demographic Transition). Assignment: Diagrammatic Exercise: Draw and label the four stages of the Demographic Transition Model.
Week 7	Demographic Transition in Context • Comparative analysis of industrialized vs. developing countries • Limitations and critiques of transition theory	Reading: Lutz, W. (2021). <i>Advanced introduction to demography</i> (Chapter on Transition). Assignment: Case Study Comparison: Compare the demographic transition trajectory of a developed country (e.g., Sweden) with a developing country (e.g., Pakistan).

Week 8	Age and Sex Structure of Populations - Measures of age-sex composition - Age pyramids and sex ratio analysis	Reading: Lucas, D. (2017). <i>Beginning population studies</i> (Chapter on Age and Sex Structure). Assignment: Lab Activity: Construct a population pyramid using provided data for Pakistan and interpret its shape.
Week 9	Population Composition and Its Implications - Determinants and consequences of changes in age-sex composition - Societal ramifications and dependency ratios	Reading: Poston, D. L., & Micklin, M. (2005). <i>Handbook of population</i> (Section on Population Composition). Assignment: Calculation Exercise: Calculate the Youth and Old-age Dependency Ratios for a hypothetical population.
Week 10	Fertility – Concepts and Measurement - Crude birth rate, TFR, ASFR, and other measures - Fertility data sources	Reading: Thomas, R. K. (2024). <i>Demography</i> (Chapter on Fertility). Assignment: Problem Set: Calculate Crude Birth Rate and General Fertility Rate from given statistical data.
Week 11	Social and Biological Aspects of Fertility - Proximate determinants of fertility - Social norms and fertility patterns	Reading: Lundquist, J. K., et al. (2015). <i>Demography</i> (Chapter on Determinants of Fertility). Assignment: Analytical Paper: Identify the key proximate determinants of fertility decline in South Asia.
Week 12	Theories and Transition of Fertility - Classical and modern theories of fertility change - Case studies from developed and developing contexts	Reading: Lutz, W. (2021). <i>Advanced introduction to demography</i> (Chapter on Fertility Theories). Assignment: Group Presentation: Present a case study of a country that successfully reduced its fertility rate and discuss the social factors involved.
Week 13	Mortality and Population Health - Determinants and measures of mortality - The life table and epidemiological transition	Reading: Hoque, M. N., et al. (2016). <i>Applied demography and public health</i> (Selected Chapters on Mortality). Assignment: Quiz: Definitions and calculations related to Infant Mortality Rate (IMR) and Life Expectancy.

Week 14	Aging, Health, and Mortality Patterns • Mortality trends in advanced vs. low-income countries • Aging populations and public health implications	Reading: Namboodiri, K. (2023). <i>A primer of population dynamics</i> (Chapter on Aging). Assignment: Policy Brief: Write a brief on the challenges of an aging population for Pakistan's healthcare system.
Week 15	Migration – Patterns and Theories • Concepts, measures, and models of migration • Internal vs. international migration and their impacts	Reading: Côté, I., et al. (2018). <i>People changing places</i> (Chapter on Migration Dynamics). Assignment: Discussion Forum: Analyze the social and economic impacts of rural-urban migration in Pakistan.
Week 16	Urbanization and Demographic Change • History, measurement, and drivers of urbanization • Future trends and policy implications	Reading: Côté, I., et al. (2018). <i>People changing places</i> (Chapter on Urbanization). Assignment: Final Review: Summary report on global demographic trends and their future implications.
Textbooks and Reading Material		
Côté, I., Mitchell, M. I., & Toft, M. D. (Eds.). (2018). <i>People changing places: New perspectives on demography, migration, conflict, and the state</i> . Taylor & Francis.		
Hoque, M. N., Pecotte, B., & McGehee, M. A. (Eds.). (2016). <i>Applied demography and public health in the 21st century</i> (Vol. 8). Springer.		
Lucas, D. (2017). <i>Beginning population studies</i> (4th ed.). Development Studies Centre, The Australian National University.		
Lundquist, J. K., Anderton, D. L., & Yaukey, D. (2015). <i>Demography: The study of human population</i> (4th ed.). Waveland Press.		
Poston, D. L., & Micklin, M. (Eds.). (2005). <i>Handbook of population</i> . Kluwer Academic/Plenum Publishers.		
Thomas, R. K. (2024). <i>Demography: An introduction to population studies</i> . Springer. cup.columbia.edu+7link.springer.com+7amazon.com+7en.wikipedia.org.wikipedia.org		
Namboodiri, K. (2023). <i>A primer of population dynamics</i> . Springer. link.springer.com		
Lutz, W. (2021). <i>Advanced introduction to demography</i> . Oxford University Press		
Teaching Learning Strategies		
1. Interactive lectures to introduce and explain key concepts		

2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Deviance & Crime				
Course Introduction					
This course explores the sociological foundations of deviance and crime, focusing on how societies define, regulate, and respond to behaviors that violate norms. It examines classical and contemporary theories that explain why individuals and groups engage in deviant or criminal acts, and how power, inequality, and institutional responses shape these behaviors. Through a critical lens, the course investigates various forms of deviance—from everyday rule-breaking to systemic crimes—and the role of institutions such as the police, judiciary, media, and prisons in managing deviant behavior. Special attention is given to issues relevant to the Pakistani context, including youth delinquency, gendered violence, white-collar crime, and the impact of digital technologies.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand sociological theories of deviance and crime. 2. Analyze the social construction of norms and deviance. 3. Evaluate the role of institutions in managing deviant behavior.					
Course Content				Assignments/Readings	
Week 1	Introduction to the Sociology of Deviance and Crime • Definitions of deviance and crime • Difference between deviance, sin, and crime • Overview of the sociological approach to deviance			Reading: Thio, A., & Taylor, J. (2018). <i>Deviant Behavior</i> (Chapter 1). Assignment: Discussion Forum: Identify a behavior that is considered "deviant" in Pakistan but acceptable in another culture.	
Week 2	Norms, Social Control, and the Social Construction of Deviance • Types of norms (folkways, mores, laws) • Formal and informal social control • Social constructionism			Reading: Becker, H. (1963). <i>Outsiders</i> (Chapter 1). Assignment: Short Essay: "Is mental illness a social construct?" (500 words).	
Week 3	Functionalist Theories of Deviance • Emile Durkheim’s concept of anomie • Merton’s Strain Theory			Reading: Merton, R. K. (1938). Social Structure and Anomie. Assignment: Case Study: Apply Merton’s modes of	

	• Functions of deviance in society	adaptation (e.g., innovation, retreatism) to unemployment in Pakistan.
Week 4	Symbolic Interactionist Theories • Labeling theory • Differential association theory (Sutherland)	Reading: Sutherland, E. (1947). <i>Principles of Criminology</i> (Excerpts on Differential Association). Assignment: Quiz on key concepts of Labeling Theory.
Week 5	Conflict and Critical Theories • Marxist perspectives on deviance • Power, inequality, and deviance • Deviance as political resistance	Reading: Quinney, R. (1970). <i>The Social Reality of Crime</i> (Chapter 1). Assignment: Group Discussion: "Who makes the laws and who do they serve?"
Week 6	Feminist and Postmodernist Perspectives • Gendered experiences of crime and deviance • Patriarchy, sexism, and victimization • Foucault and surveillance society	Reading: Foucault, M. (1977). <i>Discipline and Punish</i> (Excerpts on Panopticism). Assignment: Critical Review: Analyze the concept of "surveillance" in modern universities.
Week 7	Institutions of Social Control • Police, judiciary, prisons • Informal institutions: family, religion, education • Role of institutions in labeling and criminalization	Reading: Goffman, E. (1961). <i>Asylums</i> (Introduction: On the Characteristics of Total Institutions). Assignment: Field Report: Visit a local police station or court (or virtual tour) and observe the processes of social control.
Week 8	White-Collar and Corporate Crime • Definitions and examples • Impact vs. perception of seriousness • Regulatory and legal challenges	Reading: Sutherland, E. (1949). <i>White Collar Crime</i> (Selected Chapters). Assignment: Media Analysis: Find a news report on corporate fraud in Pakistan and analyze why it is often unpunished.
Week 9	Youth and Juvenile Delinquency • Sociological explanations • Street violence, Gang culture and peer influence	Reading: Cohen, A. (1955). <i>Delinquent Boys</i> (Excerpts). Assignment: Group Presentation: Analyze the

	Juvenile justice system	rise of street gangs in urban Pakistan.
Week 10	Victimless crime-Drug Use, Suicide, Prostitution, and pornography as Deviance - Medicalization of deviance - Morality and deviance	Reading: Conrad, P. (2007). <i>The Medicalization of Society</i> (Selected Chapters). Assignment: Debate: "Should drug addiction be treated as a crime or a public health issue?"
Week 11	- Gender, deviance, and Crime - Gender-based Violence	Reading: Chesney-Lind, M. (2006). Patriarchy, Crime, and Justice. Assignment: Assignment: Review the legal framework regarding domestic violence in Pakistan.
Week 12	Deviance and Mental Health - The sociology of mental illness - Deinstitutionalization and social stigma - Interaction with the criminal justice system	Reading: Scheff, T. (1966). <i>Being Mentally Ill</i> (Excerpts). Assignment: Case Study Analysis: The criminalization of the mentally ill in Pakistani prisons.
Week 13	Technology, Cybercrime, and New Forms of Deviance - Cyberbullying, hacking, digital surveillance - Online deviance and anonymity - Regulating virtual spaces	Reading: Wall, D. S. (2007). <i>Cybercrime</i> (Chapter 1). Assignment: Practical Exercise: Analyze the Prevention of Electronic Crimes Act (PECA) 2016 in Pakistan.
Week 14	Crime, Media, and Moral Panics - Media representation of deviance - The concept of moral panic (Stanley Cohen) - Public fear and policy implications	Reading: Cohen, S. (1972). <i>Folk Devils and Moral Panics</i> (Introduction). Assignment: Content Analysis: Review media coverage of a recent "moral panic" in Pakistan (e.g., street crimes, child abduction rumors).
Week 15	Contemporary Issues and Policy Responses - Restorative justice approaches - Community policing	Reading: Johnstone, G. (2002). <i>Restorative Justice</i> (Selected readings). Assignment: Final Presentations: Propose a

	Class debate or presentations on current deviance-related case studies in Pakistan	sociological solution to a specific crime problem in Pakistan.	
Week 16	Course Review	Review of key theories and preparation for final exams	
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Human Rights				
Course Introduction					
This course will explore the intersection of sociology with Human Rights, examining how rights are shaped by power structure, cultural norms, and social inequalities. It investigates the sociological foundations of human rights, challenges in their realization, operationalization, and implementation and the roles of states, institution, and civil society in protecting or violating rights. Special focus is placed on human rights issues in Pakistan and Global South.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand sociological perspectives on human rights. 2. Analyze social movements advocating for human rights and justice. 3. Evaluate the role of international and local organizations in human rights advocacy					
Course Content				Assignments/Readings	
Week 1	Unit-I 1.1 Introduction & Defining to Human Rights 1.2 History and Evolution of Human Rights			Reading: Frezzo, M. (2018). <i>The sociology of human rights</i> (Chapter 1). Assignment: Short essay: "The Social Construction of Human Rights."	
	Unit-II 2.1Introduction to Sustainable Development Goals 17			Reading: United Nations. (2015). <i>Transforming our world: The 2030 Agenda for Sustainable Development</i> (Preamble & Goals 1-3). Assignment: Group Discussion: Analyzing poverty as a human rights violation in the Pakistani context.	
Week 2	2.2 SDG 1: No Poverty 2.3 SDG 2 Zero Hunger			Reading: United Nations. (2015). <i>Transforming our world</i> (Goals 4-6).	

	2.4 SDG 3 Good Health & Well Being	Assignment: Case Study Analysis: Access to clean water in rural Pakistan.
	2.5 SDG 4 Quality of Education	Reading: Shue, H. (1996). <i>Basic rights</i> (Selected Chapters).
	2.6 SDG 5 Gender Equality	Assignment: Policy Brief: Proposing strategies to achieve
	2.7 SDG 6 Clean Water & Sanitation	SDG 16 in Pakistan.
Week 3	2.8 SDG 8 Decent work & Economic Growth	Reading: Nickel, J. W. (2011). <i>Making sense of human rights</i> (Chapter on Categories of Rights).
	2.9 SDG Peace, Justice and Strong Institution	Assignment: Classifying Rights Exercise: Categorize current news headlines by generation of rights.
	2.10 Discussion on Implementation of all these human Rights	Reading: Celermajer, D., & Lefebvre, A. (Eds.). (2020). <i>The subject of human rights</i> (Selected theoretical essays). Assignment: Critical Review: Compare Functionalism and Marxism regarding human rights violations.
Week 4	Unit III Generation of Human Rights	Reading: Yazdihani, H. (2023). <i>The struggle for the people's king</i> (Introduction).
	3.1 Civil, Political, Social, Economic, Cultural, and Environmental	Assignment: Presentation: The impact of colonial legacies on current human rights frameworks.
	3.2 Environmental Rights Justice	Reading: Montero, J. (2022). <i>Human rights as human independence</i> (Selected sections).
	3.3 Gender & Environment	Assignment: Debate: "Universalism vs. Cultural Relativism in Religious Rights."
Week 5	Unit IV Sociological Perspectives on Human Rights	Reading: Hwang, I. (2022). <i>Human rights and transnational democracy</i> (Chapter on Institutions).
	4.1 Functionalism & Social Order	Assignment: Report: Evaluate the performance of one International Human Rights Institution.
	4.2 Marxism and Class-Based Oppression	
	4.3 Feminist and Intersectional Approaches	Reading: Chouliaraki, L. (2024). <i>Wronged: The weaponization of victimhood</i> (Selected Chapter).
	4.4 Post-Colonial and Cultural Relativism	Assignment: Field Report: Analyze reported cases of GBV in local newspapers.

Week 6	4.5 Violation of Human Rights Black people slavery, pre-independence violation of human rights 4.6 Colonialism and Neo Colonialism	Reading: Yazdiha, H. (2023). <i>The struggle for the people's king</i> (Case studies on ethnicity). Assignment: Quiz on Identity-based rights and protections.
	4.7 Human Rights& Religion Violation of Religious human rights on Muslims minorities Palestine- violation of human rights to "right to live"	Reading: Constitution of the Islamic Republic of Pakistan (Part II: Fundamental Rights). Assignment: Written Assignment: Critical analysis of the gaps between the 1956/1962 Constitutions and the 1973 Constitution.
Week 7	Unit V Institutions and Mechanism 5.1 Role of State, Law and Judiciary 5.2 International Human Rights Institutions UN, UNDP, UNESCO, UNHCR, UN WOMEN, OHCHR	Reading: Chouliaraki, L., & Georgiou, M. (2022). <i>The digital border</i> (Chapter 1). Assignment: Case Study: The sociological impact of displacement on IDPs in Pakistan.
	5.3 NGOs, and Civil Societies of Human Rights Protection	Reading: Siddiqui, S. Y., et al. (2024). <i>Human rights for the digital age</i> (Selected Chapter); Shue, H. (1996). <i>Basic rights</i> (Environmental rights section). Assignment: Seminar: Discussing "Climate Justice as a Human Right."
Week 8	Unit VI Human Rights and Identity 6.1 Gender-Based Discriminations 6.2 Gender Based Violence	Reading: Leslie, D., et al. (2021). <i>Artificial intelligence, human rights, democracy, and the rule of law</i> . Assignment: Final Presentations: Student groups present case studies on specific human rights violations in Pakistan.
	6.3 Cases of Gender based violence major in Urban areas rather than rural. 6.4 Rights of Ethnicity Black lives matter Sexual Exploitations	Reading: Review of all course materials. Assignment: Open Floor Discussion: Suggestions for universal implementation of human rights.
Week 9	6.5 Rights of Children and the Elderly 6.6 Differently Abled and Human Rights	Reading: Frezzo, M. (2018). <i>The sociology of human rights</i> (Chapter 1).

		Assignment: Short essay: "The Social Construction of Human Rights."
	Unit VII human Rights in Pakistan 7.1 Identify the basic rights as a citizen of Pakistan 7.2 National Human Rights Institutions	Reading: United Nations. (2015). <i>Transforming our world: The 2030 Agenda for Sustainable Development</i> (Preamble & Goals 1-3). Assignment: Group Discussion: Analyzing poverty as a human rights violation in the Pakistani context.
	7.3 Human Rights Challenges in Pakistan (Honors Killing, Forced Marriages, Forced Conversions Police Brutality)	Reading: United Nations. (2015). <i>Transforming our world</i> (Goals 4-6). Assignment: Case Study Analysis: Access to clean water in rural Pakistan.
Week 10	Unit VIII Migration, Refugees, and Statelessness 8.1 Global and Local Displacement Issues 8.2 Rights of Refugees and 1and Internally Displaced Persons 8.3Types of IDPs Directly Affected Person Indirectly Affected Persons	Reading: Shue, H. (1996). <i>Basic rights</i> (Selected Chapters). Assignment: Policy Brief: Proposing strategies to achieve SDG 16 in Pakistan.
	Unit XI Environmental & Digital Rights 9.1 Right to a Clean Environment 9.2 Environmental Justice	Reading: Nickel, J. W. (2011). <i>Making sense of human rights</i> (Chapter on Categories of Rights). Assignment: Classifying Rights Exercise: Categorize current news headlines by generation of rights.
Week 11	9.3 Systemic Inequality in Environmentally induced Climate disasters 9.4 Climate inequality at Local Level	Reading: Celermajer, D., & Lefebvre, A. (Eds.). (2020). <i>The subject of human rights</i> (Selected theoretical essays). Assignment: Critical Review: Compare Functionalism and Marxism regarding human rights violations.
Week 12	9.5 Climate inequality at international/ Global Level	Reading: Yazdih, H. (2023). <i>The struggle for the people's king</i> (Introduction). Assignment: Presentation: The

		impact of colonial legacies on current human rights frameworks.
	9.6 Climate Justice & Environmental Racism	Reading: Montero, J. (2022). <i>Human rights as human independence</i> (Selected sections). Assignment: Debate: "Universalism vs. Cultural Relativism in Religious Rights."
Week 13	Unit X 10.1 Rights to Privacy and Access to Information 10.2 Surveillance and Digital Inequality	Reading: Hwang, I. (2022). <i>Human rights and transnational democracy</i> (Chapter on Institutions). Assignment: Report: Evaluate the performance of one International Human Rights Institution.
	10.3 Panopticon Prison Design by Jeremy Bentham	Reading: Chouliaraki, L. (2024). <i>Wronged: The weaponization of victimhood</i> (Selected Chapter). Assignment: Field Report: Analyze reported cases of GBV in local newspapers.
Week 14	Unit XI Suggestions 11.1 Finding the gaps of human rights	Reading: Yazdiha, H. (2023). <i>The struggle for the people's king</i> (Case studies on ethnicity). Assignment: Quiz on Identity-based rights and protections.
	11.2 Any suggestions for the universal implementation of human rights	Reading: Constitution of the Islamic Republic of Pakistan (Part II: Fundamental Rights). Assignment: Written Assignment: Critical analysis of the gaps between the 1956/1962 Constitutions and the 1973 Constitution.
Week 15	Unit XII Case Studies 12.1 Case Study: Gender Rights in Pakistan	Reading: Chouliaraki, L., & Georgiou, M. (2022). <i>The digital border</i> (Chapter 1). Assignment: Case Study: The sociological impact of displacement on IDPs in Pakistan.
	12.2 Human Rights Commission Hearings	Reading: Siddiqui, S. Y., et al. (2024). <i>Human rights for the digital age</i> (Selected Chapter); Shue, H. (1996). <i>Basic rights</i> (Environmental rights section). Assignment: Seminar: Discussing "Climate Justice as a Human Right."

Week 16	Unit XIII Review and Final Reflections 13.1 Recap of key Themes	Reading: Leslie, D., et al. (2021). <i>Artificial intelligence, human rights, democracy, and the rule of law</i> . Assignment: Final Presentations: Student groups present case studies on specific human rights violations in Pakistan.
	13.2 Preparation of Final terms	Reading: Review of all course materials. Assignment: Open Floor Discussion: Suggestions for universal implementation of human rights.
Textbooks and Reading Material		
Here is your revised reading list in APA 7 format, ensuring at least 30% of titles are published in 2020 or later. Selected titles are relevant to the sociology of human rights and interdisciplinary themes: Celermajer, D., & Lefebvre, A. (Eds.). (2020). <i>The subject of human rights</i>. Stanford University Press Chouliaraki, L. (2024). <i>Wronged: The weaponization of victimhood</i>. Columbia University Press. Chouliaraki, L., & Georgiou, M. (2022). <i>The digital border: Migration, technology, power</i>. NYU Press. Frezzo, M. (2018). <i>The sociology of human rights: An introduction</i> (3rd ed.). Polity Press. (politybooks.com) Hwang, I. (2022). <i>Human rights and transnational democracy in South Korea</i>. University of Pennsylvania Press. Leslie, D., Burr, C., Aitken, M., Cowls, J., Katell, M., Briggs, M., & others. (2021). <i>Artificial intelligence, human rights, democracy, and the rule of law: A primer</i>. Council of Europe. Montero, J. (2022). <i>Human rights as human independence: A philosophical and legal interpretation</i>. University of Pennsylvania Press. Nickel, J. W. (2011). <i>Making sense of human rights</i> (2nd ed.). Wiley-Blackwell. O’Byrne, D. J. (2003). <i>Human rights: An introduction</i>. Pearson Education. Siddiqui, S. Y., Ahmed, R., & Baig, A. (2024). <i>Human rights for the digital age</i>. Springer. (cla.umn.edu)		

Shue, H. (1996). <i>Basic rights: Subsistence, affluence, and U.S. foreign policy</i> . Princeton University Press.			
United Nations. (2015). <i>Transforming our world: The 2030 Agenda for Sustainable Development</i> . https://sdgs.un.org/2030agenda			
Yazdiha, H. (2023). <i>The struggle for the people's king: How politics transforms the memory of the civil rights movement</i> . Princeton University Press.			
Teaching Learning Strategies			
1. Interactive Lectures and Class Debates 2. Film/ Documentary Screening “Saving face, A Girl in the River, Shawshank Redemption” 3. Group Presentation			
Assignments: Types and Number with Calendar			
3. Assignment 1 (Week 4): Essay – "Whose Rights? A Critique of Universalism vs Cultural Relativism" 4. Assignment 2 (Week 9): Case study – Human Rights Violation in Pakistan 5. Quiz: Midterm quiz (Week 7) 6. Presentation: Group presentations on global/local HR campaigns (Week 13)			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

**Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Media				
Course Introduction					
This course examines the dynamic relationship between media and society, exploring how various forms of media influence and reflect social structures, cultural norms, and power relations. Students will engage with key sociological theories and frameworks to critically analyze the role of traditional and digital media in shaping public discourse, identity, and social behavior. The course will also address issues such as media ownership, representation, propaganda, digital inequalities, and the impact of social media on communication and community formation. By the end of the course, students will develop a sociological lens to evaluate the transformative role of media in contemporary societies.					
Learning Outcomes					
By the end of this course, the students will be able to:					
1. Understand the relationship between media and society. 2. Analyze media’s role in shaping public opinion and social norms. 3. Evaluate sociological theories of media and communication in the digital age.					
Course Content				Assignments & readings	
Week 1	Unit 1: Introduction • What is media and why study it sociologically?			Reading: Croteau, D., & Hoynes, W. (2019). <i>Media/society</i> (Chapter 1). Assignment: Media Diary: Document your media consumption for 24 hours and analyze patterns.	

	Unit 1: Introduction - Media as a social institution - The role of media in everyday life	Reading: Croteau, D., & Hoynes, W. (2019). <i>Media/society</i> (Chapter 2). Assignment: Quiz on key theoretical differences (Functionalist vs. Conflict views).
Week 2	Unit 2: Classical and Contemporary Theories Functionalism, conflict theory, symbolic interactionism	Reading: Hall, S. (1997). <i>Representation</i> (Chapter 1). Assignment: Short Essay: Applying the Frankfurt School's critique to modern entertainment.
	Unit 2: Classical and Contemporary Theories Media's Magic Bullet and Two Step Flow Theory	Reading: McChesney, R. W. (2015). <i>Rich media, poor democracy</i> (Chapter 1). Assignment: Case Study: Analyze the ownership structure of a major Pakistani media house.
Week 3	Unit 2: Classical and Contemporary Theories Frankfurt School and critical theory	Reading: Herman, E. S., & Chomsky, N. (2002). <i>Manufacturing consent</i> (Chapter 1). Assignment: Content Analysis: Compare the framing of a specific news story across two different channels.
	Unit 2: Classical and Contemporary Theories Stuart Hall's cultural studies approach	Reading: Hooks, b. (1996). <i>Reel to real</i> (Introduction). Assignment: Discussion Forum: Identify examples of "Manufacturing Consent" in current affairs.

Week 4	Unit 3: Media Ownership and Politics of Advertisement - Media monopolies and conglomerates - Lapdogs vs Watchdogs	Reading: Hall, S. (1997). <i>Representation</i> (Chapter on Stereotyping). Assignment: Visual Analysis: Analyze advertisements for gender or racial stereotypes.
	Unit 3: Media Ownership and Politics of Advertisement - Public vs. private media models - Alternative Media and Subscriptions	Reading: Couldry, N., & Hepp, A. (2017). <i>The mediated construction of reality</i> (Selected chapter on difference). Assignment: Presentation: Case study on representation of minorities in Pakistani dramas.
Week 5	Unit 4: Media and Power Agenda-setting and framing of News	Reading: Hooks, b. (1996). <i>Reel to real</i> (Selected essays). Assignment: Critical Review: Watch a popular comedy show and analyze the construction of "jokes" regarding gender.
	Unit 4: Media and Power Gatekeeping and elite influence through Dramas, Films, and Advertisement	Reading: Hall, S. (1980). Encoding/Decoding. In <i>Culture, Media, Language</i> . Assignment: Audience Reception Study: Interview two people about a movie to see how they "decoded" it differently.
Week 6	Unit 4: Media and Power Manufacturing consent (Chomsky & Herman) and giving it a tilt	Reading: Jenkins, H. (2006). <i>Fans, bloggers, and gamers</i> (Chapter 1). Assignment: Participant Observation: Join an online fan community and observe interaction patterns.
	Unit 5: Representation and Identity Race, gender, class, and sexuality in media	Reading: Postman, N. (1985). <i>Amusing ourselves to death</i> (Chapter: The Peek-a-Boo World). Assignment: Fact-Checking Exercise: Trace the source of a viral "fake news" story.
Week 7	Unit 5: Representation and Identity Stereotyping and symbolic annihilation	Reading: Zuboff, S. (2019). <i>The age of surveillance</i>

		<i>capitalism</i> (Chapter on Experience). Assignment: Profile Analysis: Analyze the "emotional labor" of a selected social media influencer.
	Unit 5: Representation and Identity Intersectionality and media texts	Reading: Terranova, T. (2004). <i>Network culture</i> (Chapter on Globalization). Assignment: Debate: "Does Globalization lead to Cultural Homogenization or Hybridity?"
Week 8	Unit 6: Media, Caste and Race Media constructions of Caste, racial and ethnic identities	Reading: Jenkins, H. (2006). <i>Fans, bloggers, and gamers</i> (Chapter on Politics). Assignment: Group Project: Design a digital activism campaign for a social cause.
	Unit 6: Media, Caste and Race - Whitewashing, erasure, and the politics of visibility - Case studies: film, news, and advertising	Reading: Current articles on Digital Rights in Pakistan. Assignment: Final Review and submission of campaign projects.
Week 9	Unit 7: Gender, Sexuality, and the Media Femininity, masculinity, and queer identities in media	Reading: Croteau, D., & Hoynes, W. (2019). <i>Media/society</i> (Chapter 1). Assignment: Media Diary: Document your media consumption for 24 hours and analyze patterns.
	Unit 7: Gender, Sexuality, and the Media - The Construction of Joke in Infotainment Programs/Dramas - Feminist media theory	Reading: Croteau, D., & Hoynes, W. (2019). <i>Media/society</i> (Chapter 2). Assignment: Quiz on key theoretical differences (Functionalist vs. Conflict views).
Week 10	Unit 7: Gender, Sexuality, and the Media Post-feminism and popular culture	Reading: Hall, S. (1997). <i>Representation</i> (Chapter 1). Assignment: Short Essay: Applying the Frankfurt School's critique to modern entertainment.
	Unit 8: Audiences, Reception, and Meaning-Making Encoding/decoding model (Stuart Hall)	Reading: McChesney, R. W. (2015). <i>Rich media, poor democracy</i> (Chapter 1).

		Assignment: Case Study: Analyze the ownership structure of a major Pakistani media house.
Week 11	Unit 8: Audiences, Reception, and Meaning-Making • Uses and gratifications theory	Reading: Herman, E. S., & Chomsky, N. (2002). <i>Manufacturing consent</i> (Chapter 1). Assignment: Content Analysis: Compare the framing of a specific news story across two different channels.
	Unit 8: Audiences, Reception, and Meaning-Making • Fandoms, subcultures, and participatory culture	Reading: Hooks, b. (1996). <i>Reel to real</i> (Introduction). Assignment: Discussion Forum: Identify examples of "Manufacturing Consent" in current affairs.
Week 12	Unit 9: News Media and Public Discourse (Misinformation/Disinformation) • The sociology of journalism • Fake news, misinformation/disinformation, and public trust	Reading: Hall, S. (1997). <i>Representation</i> (Chapter on Stereotyping). Assignment: Visual Analysis: Analyze advertisements for gender or racial stereotypes.
	Unit 9: News Media and Public Discourse (Misinformation/Disinformation) • Media and Moral Panics Media in the Times of Crises, Disasters and Wars	Reading: Couldry, N., & Hepp, A. (2017). <i>The mediated construction of reality</i> (Selected chapter on difference). Assignment: Presentation: Case study on representation of minorities in Pakistani dramas.
Week 13	Unit 11: Social Media, Influencers, and Emotional Labor • Self-presentation and online youth identity • The labor of being watched and watching (YouTube, TikTok, and Instagram)	Reading: Hooks, b. (1996). <i>Reel to real</i> (Selected essays). Assignment: Critical Review: Watch a popular comedy show and analyze the construction of "jokes" regarding gender.
	Unit 11: Social Media, Influencers, and Emotional Labor • Going Viral: The Hidden Cost of Big Following • Virality and emotional contagion	Reading: Hall, S. (1980). Encoding/Decoding. In <i>Culture, Media, Language</i> . Assignment: Audience Reception Study: Interview

		two people about a movie to see how they "decoded" it differently.
Week 14	Unit 12: Global Media and Cultural Flows - Media, Culture and Globalization - Cultural imperialism vs. hybridity	Reading: Jenkins, H. (2006). <i>Fans, bloggers, and gamers</i> (Chapter 1). Assignment: Participant Observation: Join an online fan community and observe interaction patterns.
	Unit 12: Global Media and Cultural Flows - Global media industries and localization - Case studies: Bollywood, K-Pop, Hollywood	Reading: Postman, N. (1985). <i>Amusing ourselves to death</i> (Chapter: The Peek-a-Boo World). Assignment: Fact-Checking Exercise: Trace the source of a viral "fake news" story.
Week 15	Unit 13: Media Activism and Digital Resistance Social media and social movements (e.g. #Metoo #BlackLivesMatter)	Reading: Zuboff, S. (2019). <i>The age of surveillance capitalism</i> (Chapter on Experience). Assignment: Profile Analysis: Analyze the "emotional labor" of a selected social media influencer.
	Unit 13: Media Activism and Digital Resistance Hacking, memes, and political dissent	Reading: Terranova, T. (2004). <i>Network culture</i> (Chapter on Globalization). Assignment: Debate: "Does Globalization lead to Cultural Homogenization or Hybridity?"
Week 16	Unit 13: Media Activism and Digital Resistance Censorship and digital authoritarianism	Reading: Jenkins, H. (2006). <i>Fans, bloggers, and gamers</i> (Chapter on Politics). Assignment: Group Project: Design a digital activism campaign for a social cause.
	Unit 13: Media Activism and Digital Resistance Content Moderation: Censorship and State Control	Reading: Current articles on Digital Rights in Pakistan. Assignment: Final Review and submission of campaign projects.
Textbooks and Reading Material		
Couldry, N., & Hepp, A. (2017). <i>The mediated construction of reality</i> . Polity Press.		

Croteau, D., & Hoynes, W. (2019). *Media/society: Industries, images, and audiences* (6th ed.). SAGE Publications.

Hall, S. (1997). *Representation: Cultural representations and signifying practices*. SAGE Publications.

Herman, E. S., & Chomsky, N. (2002). *Manufacturing consent: The political economy of the mass media*. Pantheon Books.

Hooks, b. (1996). *Reel to real: Race, sex, and class at the movies*. Routledge.

Jenkins, H. (2006). *Fans, bloggers, and gamers: Exploring participatory culture*. NYU Press.

McChesney, R. W. (2015). *Rich media, poor democracy: Communication politics in dubious times* (2nd ed.). The New Press.

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. Penguin Books.

Terranova, T. (2004). *Network culture: Politics for the information age*. Pluto Press.

Zuboff, S. (2019). *The age of surveillance capitalism: The fight for a human future at the new frontier of power*. PublicAffairs.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course.

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies
Faculty of Behavior and Cultural Studies
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Stratification				
Course Introduction					
This course helps building concepts, societal systems, and theories of social stratification which generate social inequalities. According to social stratification, the society is divided into different layers called as Strats. Through these Strats, the society can be critically analyzed the dimensions of society such as social status, class, caste, race, ethnicity, and gender, and how these stratas access to resources, power, and prestige in different societies.					
Learning Outcomes					
By the end of this course, the students will be able to:					
1. Understand social stratification in historical and sociological perspectives. 2. Analyze the intersection of class, caste, gender, ethnicity and other social categories. 3. Evaluate sociological strategies for reducing inequality in societies					
Course Content				Assignments/Readings	
Week 1	Introduction to Social Stratification - Defining stratification in sociological terms - Historical context and evolution of social hierarchies			Reading: Grusky, D. B. (2020). <i>Social stratification</i> (Chapter 1). Assignment: Diagnostic Essay: "Is inequality inevitable in human societies?"	

Week 2	Forms and Types of Stratification • Stratas and types: Class, caste, estate, ethnicity, and gender • Characteristics and persistence of stratified systems	Reading: Bottero, W. (2004). <i>Stratification: Social division and inequality</i> (Chapter 2). Assignment: Comparative Chart: Create a matrix comparing Caste, Class, and Estate systems.
Week 3	Classical Theories of Stratification I • Marx's conflict theory • Max Weber	Reading: Grusky, D. B. (2020). <i>Social stratification</i> (Readings on Marx & Weber). Assignment: Essay Assigned: Critical comparison of Marx and Weber's views on class.
Week 4	Classical Theories of Stratification II – • Symbolic interactionism and life chances • Emile Durkheim: Functionalist perspective	Reading: Doob, C. B. (2019). <i>Social inequality and social stratification</i> (Chapter on Theories). Assignment: Class Activity: Analyzing "Life Chances" through an interactionist lens.
Week 5	Modern Theories of Stratification** • Davis & Moore: Functionalist theory • Gerhard Lenski: Technological theory and synthesis • Erik Olin Wright: Neo-Marxist class analysis	Reading: Grusky, D. B. (2019). The past, present, and future of social inequality. Assignment: Debate: "Is social stratification functional for society?" (Davis vs. Moore critique).
Week 6	Dimensions of Inequality I – Economic and Gender • Economic inequality and wealth distribution • Gender inequality, patriarchy, and transgender issues	Reading: Wilkinson, R. G. (2022). <i>Class and health</i>; Cole, M. (2022). <i>Education, equality and human rights</i>. Assignment: Data Analysis: Review recent economic survey data on wealth distribution in Pakistan.
Week 7	Dimensions of Inequality II – Ethnicity, Race, Education & Health • Race and ethnic stratification (e.g., BLM, civil rights) • Systemic barriers in education and health • Socioeconomic determinants of life outcomes	Reading: Wilkerson, I. (2020). <i>Caste</i> (Selected excerpts). Assignment: Article Review: Analyze a scholarly article on educational inequality in Pakistan.

Week 8	Social Mobility and Measurement - Defining social mobility and its types - Intergenerational mobility: income, occupation, and rank - Tools to measure mobility	Reading: Bottero, W. (2004). <i>Stratification</i> (Chapter on Mobility). Assignment: Midterm Assessment / Presentations.
Week 9	Stratification in Pakistan - Class and power structures - Caste and bradri systems - Gender, minorities, and regional disparities	Reading: Ibrahim, M. (2010). The Biradari Participation in the Power-Politics of Punjab. Assignment: Group Discussion: The role of Biradari in modern Punjabi politics.
Week 10	Global Stratification - World-systems theory: core, periphery, semi-periphery - Global North vs. Global South: development inequalities - Structural causes of global poverty	Reading: McKeever, M. (2024). Social stratification and inequality in South Africa (Comparative context). Assignment: Concept Map: Draw the Core, Periphery, and Semi-Periphery nations.
Week 11	: Neoliberalism, Human Rights, and New Inequalities - Neoliberalism and its impacts on stratification - Global human rights violations (e.g., Palestine) - Discussion: Inequality of opportunity at the global level	Reading: Zajak, S., & Haunss, S. (2020). <i>Social stratification and social movements</i>. Assignment: Group Presentation on Inequality in Pakistan (Due).

Week 12	Digital Inequality - Digital divide: access, affordability, and literacy - Technological lag in countries like Pakistan - Social consequences of digital exclusion	Reading: Recent reports on the Digital Divide in Developing Nations. Assignment: Survey Project: Conduct a mini-survey on digital access among peers/family.
Week 13	Resistance and Social Change - Marxian ideas of class consciousness and revolution - Social movements: feminist, Dalit, labor, BLM Debate: Can education alone reduce inequality in Pakistan?	Reading: Zajak, S., & Haunss, S. (2020). <i>Social stratification and social movements</i>. Assignment: Debate: "Can education alone reduce inequality in Pakistan?"
Week 14	Case Studies and Policy Interventions - Government policies - Role of NGOs, media, and civil society - Gender justice:	Reading: Cole, M. (2022). <i>Education, equality and human rights</i>. Assignment: Policy Brief: Propose a policy intervention to reduce a specific inequality in Pakistan.
Week 15	Continued	Reading: Student selected readings for presentation. Assignment: Student Presentations on Policy Interventions.
Week 16	Contemporary Issues and Wrap-Up - Informal economy and labor market disparities - Poverty, welfare, and social protection programs - Review of key debates and student presentations	Reading: Review of course material. Assignment: Final Review Session.
Textbooks and Reading Material		
Bottero, W. (2004). <i>Stratification: Social division and inequality</i>. Routledge. Cole, M. (Ed.). (2022). <i>Education, equality and human rights: issues of gender, 'race', sexuality, disability and social class</i>. Taylor & Francis.		

Doob, C. B. (2019). <i>Social inequality and social stratification in US society</i> . Routledge.			
Grusky, D. B. (2019). The past, present, and future of social inequality. In <i>Social Stratification, Class, Race, and Gender in Sociological Perspective, Second Edition</i> (pp. 3-51). Routledge.			
Grusky, D. B. (Ed.). (2020). <i>Social stratification: Class, race, and gender in sociological perspective</i> (4th ed.). Westview Press			
Ibrahim, M. (2010). The Biradari Participation in the Power-Politics of Punjab after 1849 to 1947: A Case Study of Lahore District. <i>Journal of the Research Society of Pakistan</i> , 47(2).			
McKeever, M. (2024). Social stratification and inequality in South Africa. <i>Sociology Compass</i> , 18(2), e13173.			
McCammon, L. (1999). Introducing social stratification and inequality: An active learning technique. <i>Teaching Sociology</i> , 27(1), 44-54.			
Wilkerson, I. (2020). <i>Caste: The origins of our discontents</i> . Random House			
Wilkinson, R. G. (Ed.). (2022). <i>Class and health: Research and longitudinal data</i> . Taylor & Francis.			
Zajak, S., & Haunss, S. (Eds.). (2020). <i>Social stratification and social movements: Theoretical and empirical perspectives on an ambivalent relationship</i> . Routledge.			
Teaching Learning Strategies			
1. Lectures with Multimedia Support 2. Case Studies and Documentaries 3. Group and Class Discussions 4. Presentations 5. Class Debates			
Assignments: Types and Number with Calendar			
2. Essays on Classical Theories (4 Weeks) 3. Group Presentation on Inequality among Pakistan (Week 11) 4. Presentations or Mid Term (Week 8)			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

**Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Introduction to Public Policy				
Course Introduction					
This course introduces students to the foundational concepts, frameworks, and processes involved in public policy-making and governance. Emphasizing both theoretical perspectives and real-world applications, the course explores the functioning of state institutions, the role of civil society, and the impact of globalization on policy outcomes. By focusing on Pakistan's policy landscape, students will critically engage with the challenges and opportunities in policy formulation and implementation, especially in the context of democratic governance, institutional reforms, and social development.					
Learning Outcomes					
By the end of this course, students will be able to:					
1. Understand key concepts, functions, and processes of governance and public policy-making in both national and global contexts. 2. Analyze and compare major theoretical approaches to public policy, including society-centered, institution-centered, and state-centered models. 3. Evaluate the impact of globalization, local political dynamics, and institutional actors on public policy formulation and implementation, with a focus on Pakistan.					
Course Content				Assignment / Readings	
Week 1	Overview of the course outline and objectives Introduction of students		Reading: Wu, X., et al. (2022). <i>The public policy primer</i> (Chapter 1). Assignment: Class Discussion: What constitutes a 'good' public policy?		
	Introduction to Public Policy and Governance Definition and significance of public policy Governance: principles and models		Reading: Newman, J. (2005). <i>Remaking governance</i> (Introduction). Assignment: Short		

		reflection on the state of governance in Pakistan.
Week 2	Processes and Theories of Governance - Processes of governance - Improving democracy and governance	Reading: Deacon, B. (2009). <i>Global governance, regional integration and social policy</i> (Chapter 1). Assignment: Reflective Writing Assigned: Analyze the impact of globalization on a local institution. Reading: Howlett, M. (2023). <i>Designing public policies</i> (Chapter on Policy Cycles). Assignment: Reflective Writing Due. Identify a policy problem in your community.
	Continued	
Week 3	Governance and Globalization - Impact of globalization on governance - Institutional reform, capacity building, accountability	Reading: Lewis, G., et al. (2006). <i>Rethinking social policy</i> (Chapter on Policy Actors). Assignment: Quiz: The Policy Cycle and Key Actors. Reading: Bardach, E., & Patashnik, E. M. (2023). <i>A practical guide for policy analysis</i> (Chapters on Implementation). Assignment: Case Study: Analyze the implementation gap of a Pakistani policy.
	Continued	
Week 4	Public Policy Process in Pakistan (I) - Definition and stages of the policy cycle - Problem identification and agenda setting	Reading: Wiseman, J. (2020). <i>Making social policy in Australia</i> (Relevant sections on Welfare); Local Policy Documents. Assignment: Group Work: Evaluate the Ehsaas Program/Benazir Income Support Program. Reading: Cunningham, J., & Cunningham, S. (2017).
	Continued	

		<i>Social policy and social work.</i> Assignment: Midterm Assessment.
Week 5	Discussion and Quiz	Reading: Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance. Assignment: Term Paper Topic Submission.
	Public Policy Process in Pakistan (II) • Key actors: bureaucracy, parliament, civil society • Cabinet, ministries, and departments	Reading: Chandler, D. (2023). <i>Free and equal</i> (Selected readings on State role). Assignment: Develop an outline for the Term Paper.
Week 6	Continued	Reading: Garrett, P. M. (2017). <i>Welfare words</i> (Chapter on Resistance). Assignment: Class Discussion: How do social movements influence policy?
	Policy Implementation and Evaluation • Mechanisms and challenges of policy implementation • Monitoring, evaluation, and feedback loops	Reading: Bessant, J., et al. (2020). <i>Talking policy</i> (Chapter on Theoretical Approaches). Assignment: Draft check: Submit preliminary bibliography for Term Paper.
Week 7	Continued	Reading: Howlett, M. (2023). <i>Designing public policies</i> (Chapter on Policy Instruments). Assignment: Final Term Paper Due.
	The Pakistani Welfare State and Social Policy • Concept of welfare state in Pakistan • Education, health, and poverty alleviation policies	Reading: Saltelli, A., & Di Fiore, M. (2023). <i>The politics of modelling</i> . Assignment: Presentation: Share key findings from your Term Paper.
Week 8	Continued	Reading: Bogenschneider, K., & Corbett, T. J. (2021). <i>Evidence based policymaking</i> .
	Public Policy in the Globalized Context • Globalization: economic, political, and cultural dimensions	

		Assignment: Peer Review activity.
Week 9	Public Policy in the Globalized Context • Globalization: economic, political, and cultural dimensions • Global institutions and policy influence	Reading: Wu, X., et al. (2022). <i>The public policy primer</i> (Chapter 1). Assignment: Class Discussion: What constitutes a 'good' public policy? Reading: Newman, J. (2005). <i>Remaking governance</i> (Introduction). Assignment: Short reflection on the state of governance in Pakistan.
	Continued	
Week 10	Globalization and the State • Changing role of the state in the global era • Globalization's impact on national sovereignty	Reading: Deacon, B. (2009). <i>Global governance, regional integration and social policy</i> (Chapter 1). Assignment: Reflective Writing Assigned: Analyze the impact of globalization on a local institution. Reading: Howlett, M. (2023). <i>Designing public policies</i> (Chapter on Policy Cycles). Assignment: Reflective Writing Due. Identify a policy problem in your community.
	Continued	
Week 11	Globalization and Social Movements • Identity, resistance, and transnational advocacy • Policy responses to global challenges	Reading: Lewis, G., et al. (2006). <i>Rethinking social policy</i> (Chapter on Policy Actors). Assignment: Quiz: The Policy Cycle and Key Actors. Reading: Bardach, E., & Patashnik, E. M. (2023). <i>A practical guide for policy analysis</i> (Chapters on Implementation). Assignment: Case Study: Analyze the implementation gap of a Pakistani policy.
	Continued	
Week 12	Theoretical Approaches: Society-Centered • Liberal pluralism, elite theory, class analysis	Reading: Wiseman, J. (2020). <i>Making social policy</i>

	Continued	<i>in Australia</i> (Relevant sections on Welfare); Local Policy Documents. Assignment: Group Work: Evaluate the Ehsaas Program/Benazir Income Support Program. Reading: Cunningham, J., & Cunningham, S. (2017). <i>Social policy and social work</i>. Assignment: Midterm Assessment.
Week 13	Theoretical Approaches: State-Centered • State autonomy and structural institutionalism • Policy learning and diffusion	Reading: Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance. Assignment: Term Paper Topic Submission. Reading: Chandler, D. (2023). <i>Free and equal</i> (Selected readings on State role). Assignment: Develop an outline for the Term Paper.
	Continued	
Week 14	Comparative Approaches and Emerging Themes • Internationalization vs. globalization of public policy • Policy learning and diffusion	Reading: Garrett, P. M. (2017). <i>Welfare words</i> (Chapter on Resistance). Assignment: Class Discussion: How do social movements influence policy? Reading: Bessant, J., et al. (2020). <i>Talking policy</i> (Chapter on Theoretical Approaches). Assignment: Draft check: Submit preliminary bibliography for Term Paper.
	Continued	
Week 15	Term paper Review and discussion • Case studies on public policy issues in Pakistan - Summary of key debates and frameworks	Reading: Howlett, M. (2023). <i>Designing public policies</i> (Chapter on Policy Instruments). Assignment: Final Term Paper Due. Reading: Saltelli, A., & Di Fiore, M. (2023). <i>The</i>
	Continued	

		<i>politics of modelling.</i> Assignment: Presentation: Share key findings from your Term Paper.
Week 16		Reading: Bogenschneider, K., & Corbett, T. J. (2021). <i>Evidence based</i> <i>policymaking.</i>
	Revision for Final exams	Assignment: Peer Review activity.
Textbooks and Reading Material		

Textbooks

- Bogenschnieder, K., & Corbett, T. J. (2021). *Evidence based policymaking: Envisioning a new era of theory, research, and practice*. Routledge.
- Farra, F., & Pissarides, C. (2023). *Quantum governance: Rewiring the foundation of public policy*. Emerald Publishing.
- Bardach, E., & Patashnik, E. M. (2023). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (7th ed.). CQ Press.
- Bessant, J., Watts, R., Dalton, T., & Smyth, P. (2020). *Talking policy: How social policy is made*. Routledge.
- Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance. In E. Vivares (Ed.), *The Routledge handbook to global political economy: Conversations and inquiries* (pp. 257–274). Routledge.
- Chandler, D. (2023). *Free and equal: What would a fair society look like?* Allen Lane.
- Cunningham, J., & Cunningham, S. (2017). *Social policy and social work: An introduction*. Learning Matters.
- Deacon, B. (2009). *Global governance, regional integration and social policy*. Edward Elgar Publishing.
- Edgar, L., & Chandler, J. (2004). *Strengthening social policy: Lessons on forging government–civil society partnerships*. Commonwealth Secretariat.
- Garrett, P. M. (2017). *Welfare words: Critical social work & social policy*. SAGE Publications.
- Howlett, M. (2023). *Designing public policies: Principles and instruments* (3rd ed.). Routledge.
- Lewis, G., Gewirtz, S., & Clarke, J. (2006). *Rethinking social policy*. Open University Press.
- Newman, J. (2005). *Remaking governance: Peoples, politics and the public sphere*. Policy Press.
- Patrick, R., Treanor, M., & Wenham, A. (2021). Introduction: Qualitative longitudinal research for social policy – Where are we now? *Social Policy and Society*, 1–7.
- Saltelli, A., & Di Fiore, M. (Eds.). (2023). *The politics of modelling: Numbers between science and policy*. Oxford University Press.

Wiseman, J. (2020). <i>Making social policy in Australia: An introduction</i> . Melbourne University Press.			
Wu, X., Ramesh, M., Howlett, M., & Fritzen, S. A. (2022). <i>The public policy primer</i> (2nd ed.). Routledge.			
Teaching Learning Strategies			
1. Interactive Lectures Use structured lectures supplemented with real-world case studies from Pakistan’s policy landscape (e.g., education policy, climate policy, or social protection programs) to encourage critical thinking. 2. Group activity Students work in groups to analyze a policy issue 3. Reflective Writing: Short reflections to deepen personal engagement with public policy concepts and real-world issues.			
Assignments: Types and Number with Calendar			
Week		Assessment Milestone	
Week 4		Reflective Writing	
Week 8		Midterm Exam	
Week 9		Term Paper Topic Submission and discussion	
Week 13		Final Term Paper Due	
Week 14		Final Exam	
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS SOCIOLOGY	Course Code		Credit Hours	3
Course Title	Social Research Methods and Data Analysis				
Course Introduction					
This course introduces students to the principles, approaches, and practices of social research, equipping them with the knowledge and skills to critically investigate the social world. Divided into four key phases, philosophical foundations, research design, data collection, and data analysis, the course offers a comprehensive grounding in both qualitative and quantitative methods. Students will first explore the philosophical underpinnings of research, including major paradigms, debates on objectivity and subjectivity, and the role of theory. Building on this foundation, they will learn how to formulate research questions, design projects, select samples, and understand ethical considerations in conducting research. In the fieldwork phase, students will gain hands-on experience with techniques such as surveys, interviews, observation, and document analysis. Finally, the course covers the basics of data analysis: coding, interpreting qualitative data, and applying statistical tools for quantitative analysis. By the end of the course, students will be able to design and conduct small-scale research projects, critically evaluate existing studies, and communicate research findings effectively. The course emphasizes reflexivity, ethical awareness, and contextual relevance in conducting meaningful and responsible research.					
Learning Outcomes					
On the completion of the course, the students will: Explain the philosophical foundations of social research, including major paradigms (positivism, interpretivism, critical theory) and debates on epistemology, ontology, and methodology. Design appropriate research strategies, demonstrating an understanding of sampling techniques, ethical considerations, and methodological choices. Apply qualitative and quantitative data collection methods, such as interviews, surveys, participant observation, and document analysis, in the context of real-world social issues. Analyze and interpret data using basic qualitative coding techniques and statistical tools, and present research findings in a structured and ethical manner. Demonstrate reflexivity and critical thinking in evaluating existing research and in designing and conducting their own research projects, with attention to power dynamics, cultural context, and ethical practice.					
Course Content				Assignments/Readings	

Week 1	Unit-I Philosophical Foundations of Social Research: Introduction 1.1 Nature of Social Reality: Ontology and Epistemology	- Lincoln & Guba – <i>Naturalistic Inquiry</i> - Guba & Lincoln – “Competing Paradigms in Qualitative Research”
	Unit-II Philosophical Foundations of Social Research 2.1 Positivism 2.2 Interpretivism	- Lincoln & Guba – <i>Naturalistic Inquiry</i> - Guba & Lincoln – “Competing Paradigms in Qualitative Research”
Week 2	Unit-I Philosophical Foundations of Social Research 1.1 Critical Theory 1.2 Pragmatism	- Guba & Lincoln – “Competing Paradigms in Qualitative Research” - Bhaskar – <i>A Realist Theory of Science</i>
	Unit-II Philosophical Foundations of Social Research 2.1 Objectivity, Subjectivity, and Reflexivity 2.2 Theory and Research: Deductive vs Inductive Reasoning 2.3 The Role of the Researcher: Insider/Outsider Debate	- Lincoln & Guba – <i>Naturalistic Inquiry</i> - Bhaskar – <i>A Realist Theory of Science</i> - Hammersley – “What’s Wrong with Ethnography?”
Week 3	Unit-I Planning and Designing Research: Introduction 1.1 Problem Formulation: Identifying a Research Problem 1.2 Formulating Research Questions and Hypotheses 1.3 Literature Review Techniques	Babbie – <i>The Practice of Social Research</i>
	Unit-II Planning and Designing Research 2.1 Conceptualization and Operationalization	- Creswell – <i>Research Design</i> - Babbie – <i>The Practice of Social Research</i>
Week 4	Unit-I Planning and Designing Research 1.1 Units of Analysis and Levels of Measurement	- Creswell – <i>Research Design</i> - Babbie – <i>The Practice of Social Research</i>
	Unit-II Planning and Designing Research 2.1 Probability Sampling: Simple random, Stratified, Cluster	Babbie – <i>The Practice of Social Research</i>
Week 5	Unit-I Planning and Designing Research 1.1 Non-Probability Sampling: Purposive, Snowball, Theoretical Sampling	Babbie – <i>The Practice of Social Research</i>
	Unit-II Planning and Designing Research 2.1 Research Design Types: Cross-sectional, Longitudinal, Experimental	Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>

Week 6	Unit-I Planning and Designing Research 1.1 Research Design Types: Case Study, Ethnography, Grounded Theory, Phenomenology	Marshall & Rossman – <i>Designing Qualitative Research</i>
	Unit-II Planning and Designing Research 2.1 Research Design Types: Mixed Methods Designs	Babbie – <i>The Practice of Social Research</i>
Week 7	Unit-I Fieldwork and Data Collection 1.1 Quantitative Methods: Surveys and Questionnaire Design	Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>
	Unit-II Fieldwork and Data Collection 2.1 Quantitative Methods: Structured Interviews	Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>
Week 8	Unit-I Fieldwork and Data Collection 1.1 Quantitative Methods: Experiments	Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>
	Unit-II Fieldwork and Data Collection 2.1 Quantitative Methods: Secondary Data Use (Census, National Surveys)	Babbie – <i>The Practice of Social Research</i>
Week 9	Unit-I Fieldwork and Data Collection 1.1 Quantitative Methods: Validity and Reliability	Babbie – <i>The Practice of Social Research</i>
	Unit-II Fieldwork and Data Collection 2.1 Qualitative Methods: In-depth Interviews	Marshall & Rossman – <i>Designing Qualitative Research</i>
Week 10	Unit-I Fieldwork and Data Collection 1.1 Qualitative Methods: Focus Groups	Marshall & Rossman – <i>Designing Qualitative Research</i>
	Unit-II Fieldwork and Data Collection 2.1 Qualitative Methods: Participant Observation and Visual Methods	Marshall & Rossman – <i>Designing Qualitative Research</i>
Week 11	Unit-I Fieldwork and Data Collection 1.1 Qualitative Methods: Document and Archival Analysis, Field Notes, and Reflexive Journals	Marshall & Rossman – <i>Designing Qualitative Research</i>
	Unit-II Fieldwork and Data Collection 2.1 Researcher Positionality and Field Access 2.2 Rapport-building and Gatekeeping 2.3 Power, Identity, and Representation in the Field 2.4 Informed Consent and Anonymity 2.5 Managing Field Risks and Research Fatigue	Babbie – <i>The Practice of Social Research</i>
Week 12	Unit-I Data Analysis and Interpretation 1.1 Quantitative Analysis 1.1.1 Data Coding and Entry (SPSS, Excel, R)	Neuman – <i>Social Research Methods: Qualitative and</i>

	1.1.2 Descriptive Statistics: Frequencies, Mean, Median, Mode	<i>Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
	Unit-II Data Analysis and Interpretation 2.1 Quantitative Analysis 2.1.1 Inferential Statistics: t-tests, Chi-square, ANOVA, Correlation, Regression	• Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
Week 13	Unit-I Data Analysis and Interpretation .1 Quantitative Analysis .1.1 Data Visualization and Presentation .1.2 Hypothesis Testing and Significance	• Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
	Unit-II Data Analysis and Interpretation 2.1 Qualitative Analysis 2.1.1 Transcription and Data Management	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Saldaña – <i>The Coding Manual for Qualitative Researchers</i>
Week 14	Unit-I Data Analysis and Interpretation 1.1 Qualitative Analysis 1.1.1 Thematic Analysis: Grounded Theory Approach 1.1.2 Coding: Open, Axial, Selective 1.1.3 Process of Developing Codes	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Saldaña – <i>The Coding Manual for Qualitative Researchers</i>
	Unit-II Data Analysis and Interpretation 2.1 Qualitative Analysis 2.1.1 Thematic Analysis: Grounded Theory Approach 2.1.2 Thick Description 2.1.3 Categorization and Theme Development	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Saldaña – <i>The Coding Manual for Qualitative Researchers</i>

Week 15	Unit-I Data Analysis and Interpretation 1.1 Qualitative Analysis 1.1.1 Thematic Analysis: Grounded Theory Approach 1.1.2 Conceptualization 1.1.3 Theory Building	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Saldaña – <i>The Coding Manual for Qualitative Researchers</i>
	Unit-II Data Analysis and Interpretation 2.1 Qualitative Analysis 2.1.1 Narrative Analysis 2.1.2 Discourse and Content Analysis 2.1.3 Triangulation and Reflexivity in Analysis	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>
Week 16	Unit-I Data Analysis and Interpretation 1.1 Mixed Methods Integration 1.1.1 Sequential vs Concurrent Analysis 1.1.2 Integrating and Interpreting Divergent Findings	• Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
	Unit-II Data Analysis and Interpretation 2.1 Writing Up Research 2.1.1 Reporting Qualitative and Quantitative Findings 2.1.2 Ethical Reporting and Research Dissemination	• Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
Textbooks and Reading Material		
1. Textbooks Babbie, E. R. (2020). <i>The practice of social research</i> (15th ed.). Boston, MA: Cengage Learning. Creswell, J. W., & Creswell, J. D. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th ed.). Thousand Oaks, CA: Sage. Neuman, W. L. (2014). <i>Social research methods: Qualitative and quantitative approaches</i> (7th ed.). Harlow: Pearson Education.		
2. Suggested Readings 2.1.Books Becker, H. S. (1998). <i>Tricks of the trade: How to think about your research while you're doing it</i> . Chicago, IL: University of Chicago Press.		

Bhaskar, R. (1975). <i>A realist theory of science</i>. Leeds: Leeds Books. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). <i>Writing ethnographic fieldnotes</i> (2nd ed.). Chicago, IL: University of Chicago Press. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), <i>Handbook of qualitative research</i> (pp. 105–117). Thousand Oaks, CA: Sage. Hammersley, M. (1992). <i>What's wrong with ethnography? Methodological explorations</i>. London: Routledge. Lincoln, Y. S., & Guba, E. G. (1985). <i>Naturalistic inquiry</i>. Beverly Hills, CA: Sage Publications. Marshall, C., & Rossman, G. B. (2016). <i>Designing qualitative research</i> (6th ed.). Thousand Oaks, CA: Sage Publications. Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). <i>Qualitative data analysis: A methods sourcebook</i> (3rd ed.). Thousand Oaks, CA: Sage Publications. Saldaña, J. (2021). <i>The coding manual for qualitative researchers</i> (4th ed.). Thousand Oaks, CA: Sage Publications. Seale, C. (Ed.). (2018). <i>Researching society and culture</i> (4th ed.). London: Sage Publications.	2.2. Journal Articles/ Reports Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. <i>Handbook of Qualitative Research</i>, 509–535. SAGE Publications. https://doi.org/10.4135/9781412986274.n27 Finlay, L. (2002). “Outing” the researcher: The provenance, process, and practice of reflexivity. <i>Qualitative Health Research</i>, 12(4), 531–545. https://doi.org/10.1177/104973202129120052 Flick, U. (2007). Designing qualitative research. <i>SAGE Qualitative Research Kit. Qualitative Research</i>, 7(1), 19–26. https://doi.org/10.1177/1468794107072311 Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. <i>Handbook of Qualitative Research</i>, 105–117. SAGE Publications. https://doi.org/10.4135/9781412986274.n4
Teaching Learning Strategies	
7. Instructor-Led Lectures 8. Provision of Readings for Each Lecture (Articles, Books, and Reports) 9. Group Reflection Sessions 10. Assignments with Feedback Discussions 11. Presentations with Peer Feedback and Expert Critique 12. Use of Visual Aids and Digital Tools	

Assignments: Types and Number with Calendar			
1. Paradigm Reflection Essay: Write a 1200–1500 words essay discussing the epistemological and ontological assumptions behind at least two research paradigms e.g., positivism and interpretivism. Reflect on which paradigm resonates most with you and why. Use examples from real-life research topics or case studies. 2. Research Design Blueprint: Choose a social issue of your interest e.g., youth unemployment, gender-based violence, digital privacy. Develop a 4–5-page research design including research problem and questions, methodological approach (qualitative, quantitative, or mixed), sampling strategy, data collection tools, ethical considerations. 3. Fieldwork Simulation and Data Collection: Conduct a short fieldwork exercise (individually or in pairs). Choose one method (e.g., survey, semi-structured interview, observation). Collect data from 3–5 people or one setting. Submit a fieldwork diary (including reflexive notes), sample of raw data (e.g., transcript, filled survey), a 1000-word reflection on what you learned about data collection and ethical or practical challenges you encountered. 4. Data Analysis and Presentation: The students will be provided with a small sample dataset (either qualitative interview excerpts or quantitative survey responses). For quantitative option, use Excel/SPSS to calculate basic descriptive statistics and create visualizations. Write a 1000-word interpretation. For qualitative option, do open coding on a set of interview responses and identify emerging themes. Write a 1000-word analytic summary. In both cases, you must include a short section on limitations and ethical considerations.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies Faculty of Behavioral and Social Sciences University of the Punjab, Lahore Course Outline					
Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Health				
Course Introduction					
This course provides a sociological understanding of health, illness, and healthcare systems by examining how social, cultural, economic, and political factors shape health outcomes and access to care. It explores the social construction of illness, the role of institutions, and the influence of class, gender, ethnicity, and environment on health disparities. Students will critically analyze the social determinants of health and evaluate policies and interventions aimed at promoting health equity, with a focus on both global perspectives and the healthcare context in Pakistan.					
Learning Outcomes					
By the end of this course, the students will be able to:					
1. Understand the sociological dimensions of health, illness, and healthcare systems.					
2. Analyze the social determinants of health and healthcare disparities.					
3. Evaluate policies and interventions to promote health equity.					
Course Content			Assignments / Reading		
Week 1	1. Introduction: The Social Construction of Health and Illness		Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapter 1). Assignment: Short Essay: Differentiate between the medical and sociological definitions of 'illness'.		
	1.1 Key Concepts: Health, Disease, Illness		Reading: Sweet, P. L. (2021). <i>The politics of surviving</i> (Selected sections on survival and stigma). Assignment: Case Study Analysis: Analyze the social stigma associated with a specific chronic illness in Pakistan.		

Week 2	1.1 (cont.): Stigma and Chronic Illness	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on The Sick Role). Assignment: Role-Play Exercise: Simulate a doctor-patient interaction demonstrating Parson's sick role concept.
	1.1 (cont.): Physical Disability	Reading: Jutel, A. G. (2024). <i>The sociology of diagnosis</i> (Chapter 1). Assignment: Reflection Paper: How does society construct the meaning of "mental illness"?
Week 3	2.Sociological Perspective on Health 2.1 The Functionalist Perspective on Health: The Sick Role	Reading: Cockerham, W. C. (2016). <i>The new Blackwell companion to medical sociology</i> (Chapter on Social Stratification and Health). Assignment: Class Debate: "Is health a commodity or a right?"
	2.1 (cont.): The Sick Role – Talcott Parsons	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapters on Gender and Age). Assignment: Statistical Analysis: Review health disparity data regarding gender in Pakistan.
Week 4	Symbolic Interactionism 2.2 Symbolic Interactionism Theory	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Social Class). Assignment: Field Report: Observe and report on health access differences in a low-income vs. high-income area.
	2.2 (cont.): The Social Construction of Illness	Reading: Review of Weeks 1-7 readings. Assignment: Group Quiz on sociological theories.
Week 5	Conflict Theory 3.3 Conflict Theory	Reading: Cockerham, W. C. (2016). <i>The new Blackwell companion to medical sociology</i> (Chapter on Disability). Assignment: Accessibility Audit: Evaluate a public building for disability access.
	3.3 (cont.): Inequalities in Health and Health Care	Reading: Article on "Healthcare System of Pakistan: Challenges and Opportunities" (Current journal article).

		Assignment: Policy Brief: Suggest improvements for the primary healthcare system in Pakistan.
Week 6	Social Factors in Health – Part 1 4.1 Age	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Health Care Delivery). Assignment: Comparative Chart: Compare the healthcare models of UK (NHS) and USA.
	4.2 Sex	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapter on Medical Dominance). Assignment: Interview: Interview a practitioner of alternative medicine (e.g., Homeopath/Hakeem) about their approach.
Week 7	Social Factors in Health – Part 2 4.3 Social Class	Reading: Jenkins, T. M. (2020). <i>Doctors' orders</i> (Chapter on Status and Authority). Assignment: Role Play: Negotiating treatment plans in a clinical setting.
	4.4 Race and Ethnicity	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Health Insurance). Assignment: Written Assignment: Analyze the impact of private health insurance on equity in Pakistan.
Week 8	Midterm Review / Group Activity/Quiz	Reading: Review readings on Health Policy. Assignment: Final Project Presentations.
	Midterm Exam	Reading: None. Assignment: Final Term Exam.
Week 9	Disability Studies 5.1 Disability in Historical Perspective	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapter 1). Assignment: Short Essay: Differentiate between the medical and sociological definitions of 'illness'.
	5.2 Disability in Contemporary Society	Reading: Sweet, P. L. (2021). <i>The politics of surviving</i> (Selected sections on survival and stigma). Assignment: Case Study Analysis: Analyze the social stigma

		associated with a specific chronic illness in Pakistan.
Week 10	Health and Development 6.1 Social Development and Health	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on The Sick Role). Assignment: Role-Play Exercise: Simulate a doctor-patient interaction demonstrating Parson's sick role concept.
	6.2 Health Care in Pakistan	Reading: Jutel, A. G. (2024). <i>The sociology of diagnosis</i> (Chapter 1). Assignment: Reflection Paper: How does society construct the meaning of "mental illness"?
Week 11	Global Health 6.3 Universal Health Care	Reading: Cockerham, W. C. (2016). <i>The new Blackwell companion to medical sociology</i> (Chapter on Social Stratification and Health). Assignment: Class Debate: "Is health a commodity or a right?"
	Global Case Studies – Universal vs. Private Models	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapters on Gender and Age). Assignment: Statistical Analysis: Review health disparity data regarding gender in Pakistan.
Week 12	Medical Model 7.1 The Medical Model of Illness	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Social Class). Assignment: Field Report: Observe and report on health access differences in a low-income vs. high-income area.
	Alternative Approaches 7.2 Alternative Approaches to Health	Reading: Review of Weeks 1-7 readings. Assignment: Group Quiz on sociological theories.
Week 13	Case Studies in Traditional and Holistic Care	Reading: Cockerham, W. C. (2016). <i>The new Blackwell companion to medical sociology</i> (Chapter on Disability). Assignment: Accessibility Audit: Evaluate a public building for disability access.
	Doctor–Patient Relationship 7.3 Doctor–Patient Relationship	Reading: Article on "Healthcare System of Pakistan: Challenges and

		Opportunities" (Current journal article). Assignment: Policy Brief: Suggest improvements for the primary healthcare system in Pakistan.
Week 14	Power, Communication & Trust in Clinical Settings	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Health Care Delivery). Assignment: Comparative Chart: Compare the healthcare models of UK (NHS) and USA.
	Health Insurance 7.4 Health Insurance – Concepts & Types	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapter on Medical Dominance). Assignment: Interview: Interview a practitioner of alternative medicine (e.g., Homeopath/Hakeem) about their approach.
Week 15	Access, Affordability	Reading: Jenkins, T. M. (2020). <i>Doctors' orders</i> (Chapter on Status and Authority). Assignment: Role Play: Negotiating treatment plans in a clinical setting.
	Social Impact	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Health Insurance). Assignment: Written Assignment: Analyze the impact of private health insurance on equity in Pakistan.
Week 16	Course Review, Reflections, Discussion	Reading: Review readings on Health Policy. Assignment: Final Project Presentations.
	Final Exam / Project Presentations	Reading: None. Assignment: Final Term Exam.
Textbooks and Reading Material		
Annandale, E. (1998). <i>The sociology of health and medicine: A critical introduction</i>. Polity Press. Cockerham, W. C. (Ed.). (2016). <i>The new Blackwell companion to medical sociology</i>. John Wiley & Sons. Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (11th ed.). Routledge. Jenkins, T. M. (2020). <i>Doctors' orders: The making of status hierarchies in an elite profession</i>. Columbia University Press.		

Jutel, A. G. (2024). <i>The sociology of diagnosis: A brief guide</i>. Edward Elgar Publishing. Sweet, P. L. (2021). <i>The politics of surviving: How women navigate domestic violence and its aftermath</i>. University of California Press.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

**Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Organizational Behavior				
Course Introduction					
This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision making, communication and organizational change and development.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Understand individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.					
2. Understand group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations.					
3. Understand the organizational system, including organizational structures, culture, human resources, and change.					
Course Content			Assignments / Readings		
Week 1	Unit-I Introduction		Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter 1). Assignment: Self-Assessment: "What is your propensity to perform?"		
	Unit-II Introduction to organizational behavior, job performance, organizational commitment		Reading: Dhir, A., et al. (2024). Reimagining our futures together: An early bird's-eye		

		view of inclusive organizational behavior. Assignment: Case Study: Analyze diversity practices in a multinational company.
Week 2	Diversity, Equity and Inclusions in Organizations	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Attitudes and Job Satisfaction). Assignment: Survey: Conduct a mini-survey on job satisfaction among peers.
	Continue	Reading: Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior</i> (Chapter on Emotions). Assignment: Reflection Paper: Strategies for Emotional Intelligence in the workplace.
Week 3	Job attitude in organizations	Reading: King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (Chapter on Personality). Assignment: Personality Test: Take the Big Five Personality test and write an analysis.
	Continue	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Perception). Assignment: Group Exercise: Identifying biases in decision making scenarios.
Week 4	Emotions and Mood in organizations	Reading: Luthans, F., et al. (2015). <i>Organizational behavior</i> (Chapter on Motivation). Assignment: Motivation Plan: Apply Maslow's or Herzberg's theory to a hypothetical employee.
	Continue	Reading: Colquitt, J. A., et al. (2015). <i>Organizational behavior</i> (Chapter on Trust and Justice). Assignment: Midterm Assessment.

Week 5	Personality and individual differences, cultural values	Reading: Schermerhorn, J. R., et al. (2011). <i>Organizational behavior</i> (Chapter on Teams). Assignment: Team Building Activity: Survival simulation exercise.
	Continue	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Power and Politics). Assignment: Case Analysis: Analyze a corporate political scenario.
Week 6	Perceptions and individual decision making	Reading: Berke, S., et al. (2022). <i>Organizational behaviour and leadership theory in practice</i> . Assignment: Presentation: Analyze the leadership style of a famous leader.
	Continue	Reading: King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (Chapter on Structure). Assignment: Design an organizational chart for a proposed business.
Week 7	Job motivation from concepts to applications	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Organizational Culture). Assignment: Culture Audit: Evaluate the culture of your university department.
	Continue	Reading: Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior</i> (Chapter on Change). Assignment: Assignment: Propose a change management plan for a failing organization.
Week 8	Trust Justice and Ethics	Reading: Review of all course material. Assignment: Quiz on key concepts.
	Continue	Reading: None. Assignment: Final Presentations.
Week 9	Teams, processes, communication, characteristics	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter 1). Assignment: Self-Assessment: "What is your propensity to perform?"

	Continue	Reading: Dhir, A., et al. (2024). Reimagining our futures together: An early bird's-eye view of inclusive organizational behavior. Assignment: Case Study: Analyze diversity practices in a multinational company.
Week 10	Power, politics and negotiations	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Attitudes and Job Satisfaction). Assignment: Survey: Conduct a mini-survey on job satisfaction among peers.
	Continue	Reading: Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior</i> (Chapter on Emotions). Assignment: Reflection Paper: Strategies for Emotional Intelligence in the workplace.
Week 11	Leadership style and organizational behavior	Reading: King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (Chapter on Personality). Assignment: Personality Test: Take the Big Five Personality test and write an analysis.
	Continue	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Perception). Assignment: Group Exercise: Identifying biases in decision making scenarios.
Week 12	Organizational structure	Reading: Luthans, F., et al. (2015). <i>Organizational behavior</i> (Chapter on Motivation). Assignment: Motivation Plan: Apply Maslow's or Herzberg's theory to a hypothetical employee.
	Continue	Reading: Colquitt, J. A., et al. (2015). <i>Organizational behavior</i> (Chapter on Trust and Justice). Assignment: Midterm Assessment.
Week 13	Organizational culture	Reading: Schermerhorn, J. R., et al. (2011). <i>Organizational behavior</i> (Chapter on Teams). Assignment: Team Building Activity: Survival simulation exercise.

	Continue	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Power and Politics). Assignment: Case Analysis: Analyze a corporate political scenario.
Week 14	Organizational change	Reading: Berke, S., et al. (2022). <i>Organizational behaviour and leadership theory in practice</i> . Assignment: Presentation: Analyze the leadership style of a famous leader.
	Continue	Reading: King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (Chapter on Structure). Assignment: Design an organizational chart for a proposed business.
Week 15	Quiz	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Organizational Culture). Assignment: Culture Audit: Evaluate the culture of your university department.
	Presentations	Reading: Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior</i> (Chapter on Change). Assignment: Assignment: Propose a change management plan for a failing organization.
Week 16	Presentations	Reading: Review of all course material. Assignment: Quiz on key concepts.
Textbooks and Reading Material		
Berke, S., Szabó, K., & Pató Gáborné Szűcs, B. (2022). <i>Organizational behaviour and leadership theory in practice</i>. [Publisher information not specified]. Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2015). <i>Organizational behavior: Improving performance and commitment in the workplace</i> (5th ed.). McGraw-Hill Education. Dhir, A., Kaur, P., Hassan, S., & Vrontis, D. (2024). Reimagining our futures together: An early bird's-eye view of inclusive organizational behavior. <i>Journal of Organizational Behavior</i>, 45(9), 1397–1412. https://doi.org/10.1002/job.2765 Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior: A practical, problem-solving approach</i> (2nd ed.). McGraw-Hill Education.		

King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (3rd ed.). Oxford University Press.			
Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). <i>Organizational behavior: An evidence-based approach</i> (13th ed.). IAP.			
Robbins, S. P., & Judge, T. A. (2022–2023). <i>Organizational behavior</i> (19th ed.). Pearson South Africa.			
Schermerhorn, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, J. G. (2011). <i>Organizational behavior</i> (11th ed.). John Wiley & Sons.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

**Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Project Planning and Management				
Course Introduction					
This course provides students with a comprehensive foundation in project management principles, tools, and techniques, emphasizing their practical relevance for professional growth and strategic decision-making. Through a blend of experiential learning and interactive lectures, students will engage with each phase of the project life cycle—including initiation, planning, scheduling, execution, and control. The course develops essential competencies across nine key knowledge areas: scope, time, cost, quality, human resources, risk, procurement, communication, and integration management. Learning is enhanced through case studies, collaborative group work, lab-based exercises (including hands-on training with Microsoft Project), and presentations. Additionally, students are introduced to the standards and methodologies of the Project Management Institute (PMI), laying the groundwork for those pursuing PMP certification.					
Learning Outcomes					
On the completion of the course, the students will be able to: 1. Apply core project management principles and tools across the project life cycle, including initiation, planning, execution, monitoring, and closure. 2. Analyze and manage key project dimensions—scope, time, cost, quality, human resources, risk, procurement, communication, and integration—using standard methodologies such as those outlined by the Project Management Institute (PMI). 3. Develop practical skills in project scheduling, teamwork, and decision-making through hands-on tools like Microsoft Project and real-world case studies.					
Course Content				Assignments / Readings	
Week 1	Introduction to Project Management • What Is a Project • History of Project Management • The Triple Constraint • Project Stakeholders • Project Management Knowledge Area			Reading: Schwalbe, K. (2009). <i>Introduction to project management</i> (Chapter 1). Assignment: Reflection Paper:	

		Why is Project Management important in the non-profit/development sector?
Week 2	Project Management and Information Technology • Systems View of Project Management • Understanding Organizations • What Helps Projects Succeed • Recognize the Importance of Project Stakeholders	Reading: Larson, E. W., & Gray, C. F. (2020). <i>Project management</i> (Chapter 2). Assignment: Stakeholder Analysis: Identify stakeholders for a hypothetical project.
Week 3	The Project Management Process Groups • Project Initiation • Project Planning • Project Execution • Project Controlling	Reading: Schwalbe, K. (2009). <i>Introduction to project management</i> (Chapter 3). Assignment: Diagram: Create a flowchart of the Project Management Process Groups.
Week 4	Project Integration Management • Project Management Integration Process • Project Planning Development • Attributes of Project Plans • Description of how Project is Organized	Reading: Kerzner, H. (2025). <i>Project management</i> (Chapter on Integration Management). Assignment: Project Charter: Draft a charter for a proposed project.
Week 5	Project Scope Management • Identifying Potential Projects • Method for Selecting Projects • Organizational Needs During Projects • Financial Analysis of Projects	Reading: Larson, E. W., & Gray, C. F. (2020). <i>Project management</i> (Chapter on Scope). Assignment: Work Breakdown Structure (WBS): Create a WBS for a construction or social event project.
Week 6	Project Time Management • Project Time Management Process • Activity Definition • Activity Sequencing • Arrow Diagram Method • Gantt Charts	Reading: Burke, R. (2013). <i>Project management: Planning and control techniques</i> (Chapter on Scheduling). Assignment: Lab Activity: Create a Gantt Chart using MS Project for the WBS created in Week 5.
Week 7	Project Cost Management • Introduction of Project Cost Management • Basic Principals	Reading: Meredith, J. R., et al. (2017). <i>Project management</i> (Chapter on Cost). Assignment: Budget Plan:

	• Resource Planning • Cost Estimating	Develop a cost estimate and budget for a sample project.
Week 8	Project Quality Management • What this Quality • Project Quality Management Process • Quality Planning • Quality Assurance • Quality Control	Reading: Kerzner, H. (2025). <i>Project management</i> (Chapter on Quality). Assignment: Checklist: Design a quality control checklist for a project deliverable.
Week 9	Project Human Resource Management • Importance of human resource management • Project Human Resource Management • Key to Managing People • Motivations • Organizational planning	Reading: Larson, E. W., & Gray, C. F. (2020). <i>Project management</i> (Chapter on Human Resources). Assignment: RACI Matrix: Create a Responsibility Assignment Matrix for a project team.
Week 10	Project Communications Management • Project Communication Management Process • Communication Planning • Performance Reporting • Managing Conflicts	Reading: Schwalbe, K. (2009). <i>Introduction to project management</i> (Chapter on Communications). Assignment: Communication Plan: Draft a communication matrix for stakeholders.
Week 11	Project Success Ratio • SWOT Analysis • Strengths • Weaknesses • Opportunities • Threats	Reading: Morris, P. W. G. (1994). <i>The management of projects</i> (Selected readings on Success/Failure). Assignment: SWOT Analysis: Conduct a SWOT analysis for a failed public sector project in Pakistan.
Week 12	Seminar/Workshop	Reading: Selected Case Studies provided by instructor. Assignment: Workshop Participation: Active engagement in a project simulation.
Week 13	Successful International/National Projects Documentary Videos (Class Activity)	Reading: Review of PMI methodology standards. Assignment: Documentary Review: Write a critical review of the documentary shown in class.
Week 14	Organizational Study Tour/Ongoing Projects Site Visit	Reading: None. Assignment: Field Report: Submit a report detailing the project management practices observed during the site visit.

Week 15	Final Project Presentations	Reading: None. Assignment: Group Presentation of the final course project.	
Week 16	Final Term Exam	Reading: None. Assignment: Written Examination.	
Textbooks and Reading Material			
Burke, R. (2013). <i>Project management: Planning and control techniques</i> (5th ed.). John Wiley & Sons.			
Kerzner, H. (2025). <i>Project management: A systems approach to planning, scheduling, and controlling</i> (12th ed.). John Wiley & Sons.			
Larson, E. W., & Gray, C. F. (2020). <i>Project management: The managerial process</i> (7th ed.). McGraw-Hill Education.			
Meredith, J. R., Shafer, S. M., & Mantel Jr., S. J. (2017). <i>Project management: A strategic managerial approach</i> (9th ed.). John Wiley & Sons.			
Morris, P. W. G. (1994). <i>The management of projects</i> . Thomas Telford Publishing.			
Schwalbe, K. (2009). <i>Introduction to project management</i> (2nd ed.). Course Technology Cengage Learning.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Education				
Course Introduction					
This course explores the sociology of education by examining how education as a social institution shapes and is shaped by broader societal structures. It introduces students to key sociological theories and perspectives that help analyze education’s historical evolution, social functions, and cultural meanings. With a particular focus on the Pakistani context, the course enables students to critically assess how factors such as class, gender, ethnicity, and policy influence educational access, quality, and outcomes. Through a sociological lens, students will develop the analytical tools necessary to understand and engage with contemporary debates and challenges in education.					
Learning Outcomes					
By the end of this course, the students will be able to: 4. Understand education historically from sociological perspectives. 5. Apply Sociological perspectives on education systems and practices. 6. Critically evaluate various education systems in Pakistan.					
Course Content			Assignment / Readings		
Week 1	1. Introduction 1.1 The Concept of Education 1.2 Origin and Development of Education		Reading: Ballantine, J. H. (1993). <i>The sociology of education</i> (Chapter 1). Assignment: Short Essay: Reflect on the purpose of education from a sociological viewpoint vs. an economic viewpoint.		
Week 2	1.3 Forms of Education (Formal, Non-formal) 1.4 Contemporary Education System		Reading: Boronski, T., & Hassan, N. (2020). <i>Sociology of education</i> (Chapter 2). Assignment: Comparative Analysis: Compare the characteristics of formal vs. non-formal education in Pakistan.		
Week 3	2. Sociological Theory and Education 2.1 Education and Socialization 2.2 Social Stratification and Education		Reading: Swift, D. F. (2017). <i>The sociology of education</i> (Chapter on Theoretical Perspectives). Assignment: Quiz: Key sociological theories		

		(Functionalism, Conflict, Interactionism).
Week 4	1. 3. Roles of Education 3.1 Education and Social Mobility	Reading: Cosin, B. R., & others. (2000). <i>School and society</i> (Section on Social Mobility). Assignment: Case Study: Analyze the role of education in intergenerational mobility for a specific social group.
Week 5	3.2 Functions of Education 3.3 Education and Democracy	Reading: Levinson, D., et al. (2002). <i>Education and sociology: An encyclopedia</i> (Entries on Democracy and Functions). Assignment: Group Discussion: Is the current education system in Pakistan fulfilling its democratic function?
Week 6	3.4 Education for Leadership 4. School as an Organization	Reading: Singh, A. K. (1992). <i>Education and national character</i> . Assignment: Essay: The role of educational institutions in producing future leaders.
Week 7	4.1 Definitions and Theoretical Models 4.2 Bureaucratization and Professionalization of Schooling	Reading: Ballantine, J. H. (1993). <i>The sociology of education</i> (Chapter on Schools as Organizations). Assignment: Organizational Analysis: Analyze your university as a bureaucratic organization.
Week 8	2. 5. Sociology of School as an Agent of Change 5.1 The Social Construction of Curriculum	Reading: Robinson, P. (2017). <i>Perspectives on the sociology of education</i> . Assignment: Midterm Assessment.
Week 9	5.2 Education and Development 6. Relationship between Education and the Economy	Reading: Dunne, M., & Crossouard, B. (2023). <i>Education for social change</i> (Chapter 1). Assignment: Review Article: Summarize the link between education indicators and economic development in Pakistan.
Week 10	6.1 Reconstructions Views of Education and Economic Development 6.2 Manpower Planning	Reading: Best, J. W. (1992). <i>Research in education</i> (Sections on Manpower Planning). Assignment: Group Activity: Assess the demand and supply of skilled labor in a specific sector.

Week 11	6.3 Demand and Supply of Educational Institutions in Developing Countries 7. Education and Other Social Institutions	Reading: Gibson, M. A., et al. (2022). <i>Youth, education and migration</i> . Assignment: Discussion: How do family and religion influence educational choices?
Week 12	7.1 Education Policy and Reforms 7.2 Private and Public Sectors of Education	Reading: Current National Education Policy Document (Pakistan). Assignment: Policy Brief: Critique a specific education reform in Pakistan.
Week 13	7.3 Education Problems 7.4 Quality of Education	Reading: Dwyer, C., & Knight, M. (2021). <i>Sociology and education</i> (Chapter on Inequalities). Assignment: Field Report: Identify major quality issues in a local school.
Week 14	7.5 Investment in Education 7.6 Status of Education in Pakistan	Reading: Economic Survey of Pakistan (Latest Chapter on Education). Assignment: Data Analysis: Analyze budget allocation trends for education in Pakistan.
Week 15	Review / Overall Course Summary Final Presentations / Assessment	Reading: Review of key readings. Assignment: Student Presentations on selected research topics.
Week 16	Final exams	Reading: None. Assignment: Final Examination.
Textbooks and Reading Material		
Ballantine, J. H. (1993). <i>The sociology of education: A systematic analysis</i>. Prentice Hall. Best, J. W. (1992). <i>Research in education</i>. Prentice Hall. Boronski, T., & Hassan, N. (2020). <i>Sociology of education</i>. SAGE Publications. Cosin, B. R., & others. (2000). <i>School and society: A sociological reader</i>. Routledge and Kegan Paul. Dunne, M., & Crossouard, B. (2023). <i>Education for social change: Perspectives on global learning</i>. Bloomsbury Academic. Dwyer, C., & Knight, M. (2021). <i>Sociology and education</i>. Routledge. Evetts, J. (2004). <i>The sociology of educational ideas</i>. Routledge and Kegan Paul.		

Gibson, M. A., Carrasco, S., & Aboagye, J. Q. (2022). *Youth, education and migration: Contexts of inclusion and exclusion*. Routledge.

Levinson, D., Cookson, P. W., & Sadovnik, A. R. (2002). *Education and sociology: An encyclopedia*. Pearson.

Robinson, P. (2017). *Perspectives on the sociology of education: An introduction*. Routledge.

Singh, A. K. (1992). *Education and national character*. Ashish Publishing House.

Swift, D. F. (2017). *The sociology of education: Introductory analytical perspectives*. Routledge.

Teaching Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

**Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Globalization				
Course Introduction					
This course offers a comprehensive sociological exploration of globalization and its multifaceted impacts on contemporary societies. It introduces students to key concepts, theoretical models, and debates surrounding globalization, focusing on economic, political, cultural, and technological dimensions. Emphasis is placed on how global processes influence local contexts, particularly in South Asia, reshaping social structures, cultural identities, and economic patterns. The course also critically examines the role of media in accelerating and mediating globalization, encouraging students to analyze its influence on perceptions, consumption, and communication in a globally interconnected world					
Learning Outcomes					
On the completion of the course, the students will: 1. Get familiarity with the basic concepts and models of globalization. 2. Understand the global economy and its impact on the local economy as well as social and cultural change, especially on South Asian countries; 3. The role of media regarding globalization will also be discussed					
Content					
Week 1	1. Sociology of globalization, globalization: myth or reality			Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter 1). Assignment: Concept Note: Define globalization in your own words and identify its key dimensions.	
	1.1 Introduction to Sociology of Globalization				
	1.2 Key Concepts and Dimensions of Globalization				
Week 2	1.3 Globalization: Myth or Reality – Supportive Arguments			Reading: Roland Robertson, & White, K. E. (2003). <i>Globalization: Critical Concepts in Sociology</i> (Vol. 1). Assignment: Debate: Is globalization a	
	1.4 Globalization: Myth or Reality – Critical Perspectives				

		reality or a myth? (Group debate).
Week 3	2. Characteristics of globalization, globalisation, modernization & Europeanization; globalization and cultural leveling 2.1 Characteristics of Globalization – Economic, Political, Cultural	Reading: Bhattacharya, M. (2004). <i>Globalization</i> (Chapter 1). Assignment: Comparative Essay: Distinguish between Modernization and Globalization.
	2.2 Globalization vs. Modernization – Concepts and Differences	
Week 4	2.3 Europeanization and Globalization – Historical Context	Reading: Sassen, S. (2007). <i>A Sociology of Globalization</i> (Chapter on Culture). Assignment: Case Study: Analyze a local cultural practice affected by globalization.
	2.4 Globalization and Cultural Leveling – Homogenization and Resistance	
Week 5	3. Technology and globalization, global economy, and digital networks 3.1 Role of Technology in Accelerating Globalization	Reading: Sassen, S. (2007). <i>A Sociology of Globalization</i> (Chapter on Digital Networks). Assignment: Presentation: The impact of social media on global connectivity.
	3.2 Digital Revolution and New Media	
Week 6	3.3 The Global Economy – Features and Impacts	Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter on Economy). Assignment: Discussion: How has the digital revolution changed the economic landscape?
	3.4 Digital Networks and Global Communication	
Week 7	4 The Global Village: Recovering Place and Social Practices 4.1 Understanding the "Global Village" (McLuhan's Concept)	Reading: Roland Robertson, & White, K. E. (2003). <i>Globalization</i> (Section on Global Village). Assignment: Critical Review: Analyze the
	4.2 Time-Space Compression and Global Connectivity	

		concept of the "Global Village".
Week 8	4.3 Recovering "Place" in the Globalized World	Reading: Sassen, S. (2007). <i>A Sociology of Globalization</i> (Chapter on Place). Assignment: Midterm Assessment.
	4.4 Changes in Social Practices in Global Settings	
Week 9	5. The Making of International Migrations – WTO 5.1 Causes and Patterns of International Migration	Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter on Migration). Assignment: Report: Current migration trends in South Asia.
	5.2 Migration Trends in the 21st Century	
Week 10	5.3 Role of WTO in Labor and Migration Policies	Reading: Sklair, L. (2001). <i>The Transnational Capitalist Class</i> (Selected sections on global governance). Assignment: Policy Analysis: The impact of WTO on local labor markets.
	5.4 Effects of Globalization on Human Mobility	
Week 11	6. Emergence of Global Classes and Local Actors in Global Politics 6.1 Emergence of Global Classes – Elite, Middle, Marginalized	Reading: Sklair, L. (2001). <i>The Transnational Capitalist Class</i> (Chapter 1). Assignment: Class Discussion: Who are the winners and losers of globalization?
	6.2 Global Capitalism and Class Transformation	
Week 12	6.3 Role of Local Actors in Global Governance	Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter on Social Movements). Assignment: Case Study: Role of an NGO in global governance.
	6.4 Civil Society, NGOs, and Grassroots Resistance	
Week 13	7. Theories of globalization, global stratification, global inequalities, globalization, and local identity	Reading: Bhattacharya, M. (2004). <i>Globalization</i>

	7.1 Major Theories of Globalization – Overview	(Chapter on Theories). Assignment: Quiz: World Systems Theory and Core-Periphery concepts.	
	7.2 Global Stratification – Core and Periphery Model		
Week 14	7.3 Global Inequalities – Economic, Social, and Technological	Reading: Sassen, S. (2007). <i>A Sociology of Globalization</i> (Chapter on Inequality). Assignment: Essay: Globalization and its impact on local identity in Pakistan.	
	7.4 Globalization and Local Identity – Cultural Preservation vs. Loss		
Week 15	8.Globalization and Social Institution 8.1 Impact of Globalization on Education, Family, Religion	Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter on Institutions). Assignment: Group Presentation: Impact of globalization on a specific social institution.	
	8.2 Globalization and Media, Law, and Political Institutions		
Week 16	Review and Group Presentations	Reading: Review of course material. Assignment: Final Reflection Paper.	
	Final Class: Assessment / Reflection / Discussions		
Textbooks and Reading Material			
Cohen, Robin. (2007). Global Sociology. 2 nd ed. New York: Palgrave Macmillan. Bhattacharya, malini. (2004). Globalization. New Delhi: Tulika Books. Roland Robertson, Kathleen E. White. (2003). Globalization: Critical Concepts in Sociology Sassen, Saskia. (2007). A Sociology of Globalization. London: Blackwell. Sklair, L. (2001). The Transnational Capitalist Class. London: Blackwell.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will combine written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Economic Sociology				
Course Description					
This course explores the intersection of economy and society through a sociological lens, examining how social structures, cultural norms, and institutional arrangements shape economic behavior. Moving beyond traditional economic models that focus solely on rational choice and market efficiency, economic sociology highlights the embeddedness of economic actions within broader social contexts. Students will engage with classical and contemporary sociological theories, analyze topics such as labor markets, consumption, capitalism, financial institutions, and globalization, and assess how power, networks, and inequality influence economic outcomes. Through case studies and critical readings, the course equips students with tools to understand economic phenomena as deeply social processes.					
Course objectives					
By the end of the course, students will be able to:					
1. Understand the key concepts, theoretical perspectives, and foundational debates in economic sociology. 2. Analyze how social structures, cultural norms, and institutions influence economic behavior and outcomes. 3. Critically evaluate contemporary economic issues through a sociological lens such as markets, work, inequality, and globalization.					
Course Content					Assignments / Readings
Week 1	Introduction to Economic Sociology - What is economic sociology? - Differences from mainstream economics - Historical emergence of the field			Reading: Hass, J. K. (2020). <i>Economic sociology: An introduction</i> (Chapter 1). Assignment: Short Essay: "Economic Man" vs. "Social Man" – A critical analysis.	
Week 2	Classical Foundations I – Karl Marx - Political economy and capitalism - Labor, class, and commodification			Reading: Collins, R., et al. (2002). <i>The new economic sociology</i> (Chapter on Marx). Assignment: Reading Response: Summarize Marx’s concept of commodification.	

Week 3	Classical Foundations II – Max Weber • The Protestant ethic and the spirit of capitalism • Rationalization, bureaucracy, and economic action	Reading: Granovetter, M., & Swedberg, R. (2001). <i>The sociology of economic life</i> (Weber Selection). Assignment: Discussion: The relevance of the "Protestant Ethic" in modern business.
Week 4	Classical Foundations III – Émile Durkheim and Others • Division of labor and solidarity • Moral economy and embeddedness	Reading: Smelser, N. J., & Swedberg, R. (2005). <i>The handbook of economic sociology</i> (Chapter on Durkheim). Assignment: Compare and contrast the views of Marx, Weber, and Durkheim on the economy.
Week 5	The New Economic Sociology • Granovetter's concept of embeddedness • Social networks and economic action	Reading: Granovetter, M. (2005). The impact of social structure on economic outcomes. <i>Journal of Economic Perspectives</i>. Assignment: Midterm Assessment.
Week 6	Institutions and Markets • How institutions structure markets • Rules, norms, and legitimacy in economic life	Reading: Dobbin, F. (2004). <i>The new economic sociology: A reader</i> (Selected Chapters). Assignment: Case Study: Institutional analysis of the housing market.
Week 7	Trust, Reciprocity, and Informal Economies • The role of trust and social capital in economic exchanges • Informal, underground, and gift economies	Reading: Ossandón, J., & Pallesen, T. (2022). <i>Markets and the arts of attachment</i>. Assignment: Field Observation: Identify examples of the informal economy in your locality.
Week 8	Networks and Social Capital • Strong and weak ties in economic outcomes • Structural holes and network theory	Reading: Granovetter, M. (2005). The impact of social structure on economic outcomes. Assignment: Network Mapping: Create a sociogram of professional ties.

Week 9	Labor, Work, and Organizations • Sociology of labor markets • Workplace dynamics and the sociology of professions	Reading: Kabeer, N. (2015). Gender, labour, and the “empowerment” agenda. Assignment: Presentation: Labor market dynamics in Pakistan.
Week 10	Consumption and Culture • Consumer behavior and status • The symbolic and social meanings of consumption	Reading: Zelizer, V. A. (2017). <i>The social meaning of money</i> (Selected Chapters). Assignment: Consumer Diary: Track and analyze your consumption habits sociologically.
Week 11	Capitalism and Varieties of Capitalism • Global capitalism and its discontents • Comparative capitalist systems (e.g., coordinated vs. liberal market economies)	Reading: Nee, V., & Swedberg, R. (2007). <i>The economic sociology of capitalism</i>. Assignment: Comparative Essay: Liberal vs. Coordinated market economies.
Week 12	Economic Globalization • Global production networks • Multinational corporations and labor mobility	Reading: Tilly, C. (2002). Globalization threatens labor’s rights. Assignment: Discussion: The impact of MNCs on local labor in South Asia.
Week 13	Money, Finance, and Credit • Sociology of money and credit • Financial institutions, risk, and crisis	Reading: Maurer, A. (2021). <i>Handbook of economic sociology</i> (Chapter on Finance). Assignment: Assignment: Analyze the social dimensions of a financial crisis.
Week 14	Inequality and Class in Economic Life • Wealth accumulation and social mobility • Intersectionality in economic inequality	Reading: Parry, J. (2021). Unequal lives: Class, caste and inequalities in India. Assignment: Quiz: Concepts of wealth, status, and power.

Week 15	Postcolonial and Southern Perspectives in Economic Sociology - Colonial legacies and economic structures in the Global South - Informal economies, extractivism, and global inequality - Decolonizing economic knowledge and practice	Reading: Benería, L., et al. (2016). <i>Gender, development and globalization</i> . Assignment: Final Presentation: Decolonizing economic sociology.
Week 16	Course Wrap-Up - Review of major concepts and theories - Discussion future directions in economic sociology	Reading: Swedberg, R. (2020). Can there be a post-COVID economic sociology? Assignment: Final Term Exam.
Textbooks and Reading Material		
Benería, L., Berik, G., & Floro, M. (2016). <i>Gender, development and globalization: Economics as if all people mattered</i> (2nd ed.). Routledge. Collins, R., Guillén, M. F., England, P., & Meyer, M. (Eds.). (2002). <i>The new economic sociology: Developments in an emerging field at the millennium</i>. Russell Sage Foundation. Dobbin, F. (Ed.). (2004). <i>The new economic sociology: A reader</i>. Princeton University Press. Granovetter, M. (2005). The impact of social structure on economic outcomes. <i>Journal of Economic Perspectives</i>, 19(1), 33–50. Granovetter, M., & Swedberg, R. (Eds.). (2001). <i>The sociology of economic life</i> (2nd ed.). Westview Press. Hass, J. K. (2020). <i>Economic sociology: An introduction</i>. Routledge. Kabeer, N. (2015). Gender, labour, and the “empowerment” agenda: Insights from the Bangladeshi garment industry. <i>International Development Planning Review</i>, 37(3), 277–297. Maurer, A. (2021). <i>Handbook of economic sociology for the 21st century</i>. Springer International Publishing. Nee, V., & Swedberg, R. (Eds.). (2007). <i>The economic sociology of capitalism</i>. Princeton University Press. Ossandón, J., & Pallesen, T. (Eds.). (2022). <i>Markets and the arts of attachment</i>. Routledge.		

Parry, J. (2021). Unequal lives: Class, caste and inequalities in India. *Anthropology of Work Review*, 42(1), 5–16.

Smelser, N. J., & Swedberg, R. (Eds.). (2005). *The handbook of economic sociology* (2nd ed.). Princeton University Press.

Swedberg, R. (2020). Can there be a post-COVID economic sociology? *Economic Sociology–The European Electronic Newsletter*, 21(3), 10–15.

Tilly, C. (2002). Globalization threatens labor’s rights. *International Labor and Working-Class History*, 62, 1–7.

Zafirovski, M. (Ed.). (2023). *The Routledge international handbook of economic sociology*. Routledge.

Zelizer, V. A. (2017). *The social meaning of money: Pin money, paychecks, poor relief, and other currencies*. Princeton University Press.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course.

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Migration & Society				
Course Introduction					
This course will explore the complex relationship between the patterns of migration and society from a sociological perspective. It introduces the causes, types, patterns and consequences of migration both voluntary and forced while analyzing its impacts on individuals, families, communities, and nations. The course critically engages with migration theories and policies while addressing current global and local issues including rural to urban migration, transnational labor, brain drain, displacement and refugee crises.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Define and distinguish different forms and drivers of migration.					
2. Understand sociological theories explaining migration trends.					
3. Analyze the effects of migration on family, gender roles, identity, and development.					
4. Critically examine migration trends and policies in Pakistan.					
5. Evaluate global migration challenges such as displacement, borders, and refugee rights.					
Course Content			Assignments/Readings		
Week 1	Unit-I: Definitions & Concepts 1.1 Migration, mobility and displacement 1.2 Classification of migration 1.3 Internal and international 1.4 Voluntary and forced		Reading: Castles, S., de Haas, H., & Miller, M. J. (2014). <i>The Age of Migration</i> (Chapter 1: Introduction). Assignment: Class Discussion: Distinguish between "Migrant," "Refugee," and "IDP" with local examples.		
Week 2	Unit II: Theories of Migration 2.1 Classical Theories: Ravenstein’s Law, Neoclassical, Push-pull Model 2.2 Contemporary Theories: World System, Migration Systems and Transnationalism		Reading: Massey, D. S., et al. (1993). <i>Theories of International Migration: A Review and Appraisal. Population and Development Review</i> . Assignment: Group Activity: Apply Push-Pull factors to a specific rural-urban migration case in Pakistan.		

Week 3	Unit III: Types of Migration & Displacement 3.1 Types of Migration 3.2 Development projects causing displacement and migration 3.3 Governmental laws for displacement of people (Resettlement Law 1894)	Reading: Cernea, M. M. (1997). The risks and reconstruction model for resettling displaced populations. <i>World Development</i> . Reading: The Land Acquisition Act, 1894 (Key Sections). Assignment: Critical Review: Analyze the colonial legacy of the Land Acquisition Act 1894.
Week 4	3.4 Global Framework for displacement World Bank Environmental and Social Framework 5 (Land Acquisition) 3.5 Pakistan Development Projects causing Displacements	Reading: World Bank. (2018). <i>Environmental and Social Framework</i> (ESF 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement). Assignment: Comparative Analysis: Compare the Land Acquisition Act 1894 with World Bank ESF 5 standards.
Week 5	3.6 Examples of KWSSIP ARAP (Abbreviated Resettlement Action Plan) 3.7 Google the Development Projects that goes for Land Acquisition	Reading: KWSSIP Project Documents (Available on Government/Sui Southern Gas Company websites). Assignment: Assignment 1 Due: Essay on “My Family’s Migration Story” or “Push-Pull Factors in My Region”.
Week 6	3.8 Budget allocation from government departments Unit-IV: Rural to Urban Migration 4.1 Rural to urban Migration	Reading: Zaman, M. (2015). Development-induced displacement in Pakistan. <i>Lahore Journal of Policy Studies</i> . Assignment: Data Analysis: Review census data on rural-urban migration trends in Punjab.
Week 7	4.2 Seasonal, Circle, Chain Migration 4.3 Nomadic Societies	Reading: Khandelwal, M. (2009). Arranging Marriage: Conjugal Agency in the South Asian Diaspora (for Chain Migration). Assignment: Quiz (Week 7): Covering definitions, theories, and displacement laws.

Week 8	4.4 Gender and Migration Feminization of Migration 4.5 Care work, Remittances	Reading: Hondagneu-Sotelo, P. (2011). <i>Gender and Migration</i> (Overview). Assignment: Case Study: Analyze the role of remittances in poverty alleviation in rural Pakistan.
Week 9	4.6 Migration and Social Change Impacts on Family, Identity and Culture Unit V: Migration in Pakistan 5.1-5.2 Internal Migration trends	Reading: Addleton, J. S. (1992). <i>Undermining the Centre: Migration from Pakistan to the UK</i> . (Selected Chapters on Social Change). Assignment: Group Discussion: How does migration change family dynamics?
Week 10	5.3 Urbanization, Industrialization, Modernization 5.7 Informal Settlements 5.8 Environmental Migration	Reading: Deacon, B. (2009). <i>Global governance, regional integration and social policy</i> (Relevant section on Migration/Social Policy). Assignment: Assignment 2 Due: Policy Brief: "How Can Pakistan Improve Labor Migration Governance?"
Week 11	Unit VI: Brain Drain 6.1 Cause and Consequences and Policy Researches 6.2 Brainstorming session for policy reforms (Orange Train Case Study)	Reading: Docquier, F., & Rapoport, H. (2012). Globalization, Brain Drain, and Development. <i>Journal of Economic Literature</i> . Reading: News reports on Orange Line Train land acquisition issues. Assignment: In-class Brainstorming: Propose amendments to Land Acquisition Laws.
Week 12	Unit VII: Forced Migration & Displacement 7.1 Refugees, Asylum Seeker, and IDPs 7.2 Conflict and Climate-Induced Displacements 7.3 Displacements caused by dam construction (Neelum Jehlum)	Reading: Zetter, R. (2007). More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization. <i>Journal of Refugee Studies</i> . Assignment: Case Study Analysis: Environmental displacement in Pakistan (2010 floods or recent floods).

Week 13	Policies and Rights of refugees and IDPs in Pakistan Unit VIII: Migration Borders, and Global Policies 8.1 Border Security, Deportation Xenophobia 8.1 Migration Governance and Human Rights	Reading: Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance (Chapter on Migration). Assignment: Review the National Refugee Policy of Pakistan.
Week 14	Unit IX: Migration, Media and Public Discourse 9.1 Representation of Migrants in Media 9.2 Fake News, Islamophobia and Stereotyping	Reading: Parker, S. (2015). 'Unwanted Invaders': The representation of refugees and asylum seekers in the UK and Australian print media. Assignment: Media Audit: Analyze how Pakistani media portrays Afghan refugees.
Week 15	Student Presentations Migration and Displacement case studies	Reading: Review of selected case study materials. Assignment: Group Presentation: Presentation on specific case studies (e.g., Rohingya, Afghan Refugees in Pakistan, Urban Slums).
Week 16	Review Reflection & Final terms preparation	Reading: Course Summary Notes. Assignment: Final Exam Preparation.
Textbooks and Reading Material		
Barrett, S., & Fudge, C. (Eds.). (2025). <i>Policy and action: essays on the implementation of public policy</i>. Taylor & Francis. Bessant, J., Watts, R., Dalton, T., & Smyth, P. (2020). <i>Talking policy: How social policy is made</i>. Routledge. Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance. In E. Vivares (Ed.), <i>The Routledge handbook to global political economy: Conversations and inquiries</i>. Routledge. Cunningham, J., & Cunningham, S. (2017). <i>Social policy and social work: An introduction</i>. Learning Matters. Deacon, B. (2009). <i>Global governance, regional integration and social policy</i>. Edward Elgar Publishing.		

Edgar, L., & Chandler, J. (2004). <i>Strengthening social policy: Lessons on forging government–civil society partnerships</i>. Commonwealth Secretariat. Garrett, P. M. (2017). <i>Welfare words: Critical social work & social policy</i>. SAGE Publications. Hill, M., & Varone, F. (2021). <i>The public policy process</i>. Routledge. Lewis, G., Gewirtz, S., & Clarke, J. (2006). <i>Rethinking social policy</i>. Open University Press. Newman, J. (2005). <i>Remaking governance: Peoples, politics and the public sphere</i>. Policy Press. Patrick, R., Treanor, M., & Wenham, A. (2021). Introduction: Qualitative longitudinal research for social policy – Where are we now? <i>Social Policy and Society</i>, 20(1), 1–7. https://doi.org/10.1017/S1474746421000042 Williams, B. (2022). Social policy. In <i>Neil Kinnock</i> (pp. 124-138). Routledge. Wiseman, J. (2020). <i>Making social policy in Australia: An introduction</i>. Melbourne University Press.			
Teaching Learning Strategies			
1. Visual lectures with migration maps and data 2. Migration story-based discussions and life history methods 3. Film/documentary screening (e.g., <i>Human Flow</i>, <i>The Swimmers</i>) 4. Student-led group projects on migration cases			
Assignments: Types and Number with Calendar			
1. Assignment 1 (Week 5): Essay on “My Family’s Migration Story” or “Push-Pull Factors in My Region” 2. Assignment 2 (Week 10): Policy Brief: “How Can Pakistan Improve Labor Migration Governance?” 3. Quiz: Week 7 4. Group Presentation: Week 15 – Migration Case Study (e.g., Rohingya, Afghan Refugees in Pakistan, Urban Slums, etc.)			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline



Program me	BS in Sociology	Course Code		Credit Hours	3
Course Title	Introduction to Social Work				
Course Introduction					
This course laid the foundation and introduces the students to the professions, values, history, and practices of social workers for the betterment of society, by training, initiatives for better and welfare of the society and work as a social agent. This course explores the core concepts, methods, field practices and the role of social workers in promoting social justice and human well-being in all aspects of the society. Furthermore, the course also highlights social work’s relevance in the Pakistan context, focusing on social institution, community needs, and development challenges.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Define the fundamental concepts, scope, and principles of social work. 2. Analyze the historical development and major fields of social work, with a focus on both global and Pakistani contexts. 3. Apply core values, ethics, and methods of social work to address contemporary social issues and community needs.					
Course Content				Assignments/Readings	
Week 1	Unit-I: Understanding Social Work 1.1 Definition, Objective, and function of social work 1.2 Difference between social work and sociology			Reading: Skidmore, R. A., Thackeray, M. G., & Farley, O. W. (2017). Introduction to social work (Chapter 1). Assignment: Short Essay: "Sociology vs. Social Work: Distinct Roles in Society."	
Week 2	1.3 Philosophical and ethical foundations of social work Unit-II: Historical Development 2.1 Birth and evolution of Social work in the West			Reading: Payne, M. (2021). <i>Modern social work theory</i> (Chapter on History). Assignment: Timeline Activity: Create a timeline of key milestones in the history of social work.	
Week 3	2.2 Development of Social Work in Pakistan			Reading: Ahmed, M. (2004). <i>Social work: An introductory text</i> (Chapter on Social Work in Pakistan).	

	2.3 Acid Attacks and work of Depilex Smileagain Foundation	Assignment: Case Study Analysis: Review the work of Depilex Smileagain Foundation and identify the social work methods used.
Week 4	2.4 Edhi Centers: Objectives and goals 2.5 Al-khidmat and PSRD: Rehabilitation centers for differently abled people	Reading: Official reports/websites of Edhi Foundation and PSRD. Assignment: Comparative Report: Compare the service delivery models of Edhi Foundation and PSRD.
Week 5	2.6 Pioneers and Milestones in Social Work Practices 2.7 State of Pakistan Prison's rehabilitation centers and mental well-being	Reading: Skidmore, R. A., et al. (2017). <i>Introduction to social work</i> (Chapter on Pioneers). Assignment: Article Review: "Mental Health Challenges in Pakistani Prisons."
Week 6	Unit-III: Values & Principles 3.1 Core values of Social Work (human dignity, social justice, services, integrity) 3.2 Code of Conducts 3.3 Ethics and Professional Conducts	Reading: Banks, S. (2021). <i>Ethics and values in social work</i> (Chapter 1 & 2). Assignment: Group Discussion: "Ethical Dilemmas in Social Work Practice."
Week 7	Unit-IV: Fields of Social Work 4.1 Medical, Psychiatric, and Educational Social Work 4.4 Connection of Social Work in Gender Awareness and Women Hygiene	Reading: Skidmore, R. A., et al. (2017). <i>Introduction to social work</i> (Section on Fields of Practice). Assignment: Quiz on Fields of Social Work.
Week 8	4.5 Social Work & Public Health 4.6 Role of Social Welfare during Pandemic (COVID-19) 4.7 Social Work with Children (Polio Eradication) 4.8 Old age homes awareness	Reading: Dominelli, L. (2019). <i>Anti-oppressive social work theory and practice</i> (Chapter on Health). Assignment: Policy Brief: "Social Work Interventions for Elderly Care in Pakistan."
Week 9	4.9 Combining Orphanage and Old age homes 4.10 Social Work with Transgender and	Reading: Reports on Transgender Rights in Pakistan (NGO reports). Assignment: Presentation: Strategies for social inclusion of the Transgender community.

	Minorities (Third Gender Empowerment Program)	
Week 10	Unit-V: Social Work in Community Development 5.1 Social Work in Disasters Response 5.2 Flood Effected areas and voluntary participation 5.3 Case studies on Climate disasters	Reading: Healy, K. (2021). <i>Social work theories in context</i> (Chapter on Disaster Management). Assignment: Case Study Report: Analyze the relief efforts during the recent floods in Pakistan.
Week 11	Unit VI: Methods to operate social work 6.1 Methodology for betterment of society 6.2 Group work on case demonstration 6.3 Community Organization and Social Actions	Reading: Lishman, J. (Ed.). (2018). <i>Handbook for practice learning</i> (Chapter on Group Work). Assignment: Role Play: Demonstration of a social work intervention session.
Week 12	Unit VII: Research and Social Policy 7.1 Alternative methods for policy reforms Unit VIII: Social Work Practices in Pakistan 8.1 Role of NGOs	Reading: Punjab Resource Management & Policy Unit (PRMPU) documents/reports. Assignment: Review of a local NGO's annual report focusing on policy impact.
Week 13	8.2 Challenges to social work practice in Pakistan 8.3 Lack of resources, awareness, and training 8.4 Lack of encouragement at governmental departments	Reading: Ahmed, M. (2004). <i>Social work: An introductory text</i> (Chapter on Challenges). Assignment: Debate: "Challenges facing Social Work Professionalization in Pakistan."
Week 14	Unit IX: Contemporary Approaches 9.1 Technology in Social Work 9.2 Rights-Based & Advocacy Approaches	Reading: Cree, V. E. (Ed.). (2022). <i>Becoming a social worker</i> (Chapter on Digital Social Work). Assignment: Assignment: Design a digital advocacy campaign for a social cause.
Week 15	Unit X: Field Based Activity 10.1 Student group project presentation	Reading: Student selected readings for presentations.

	10.2 Discussion on gaps in policy reforms	Assignment: Final Presentations: Field activity findings and project outcomes.
Week 16	10.3 Gaps in Budget 2025-26 and social inequality 10.4 Review and preparation of final terms	Reading: Budget Brief 2025-26 (Social Sector Allocation). Assignment: Final Exam Review and Reflection Paper.
Textbooks and Reading Material		
Ahmed, M. (2004). <i>Social work: An introductory text</i>. Oxford University Press Pakistan. Banks, S. (2021). <i>Ethics and values in social work</i> (5th ed.). Red Globe Press. Cree, V. E. (Ed.). (2022). <i>Becoming a social worker</i> (3rd ed.). Routledge. Dominelli, L. (2019). <i>Anti-oppressive social work theory and practice</i> (2nd ed.). Red Globe Press. Ferguson, I., Ioakimidis, V., & Lavalette, M. (2018). <i>Global social work in a political context: Radical perspectives</i>. Policy Press. Healy, K. (2021). <i>Social work theories in context: Creating frameworks for practice</i> (3rd ed.). Red Globe Press. Lishman, J. (Ed.). (2018). <i>Handbook for practice learning in social work and social care</i> (3rd ed.). Jessica Kingsley Publishers. Payne, M. (2021). <i>Modern social work theory</i> (5th ed.). Oxford University Press. Saleebey, D. (Ed.). (2009). <i>The strengths perspective in social work practice</i> (5th ed.). Pearson Education. Skidmore, R. A., Thackeray, M. G., & Farley, O. W. (2017). <i>Introduction to social work</i> (12th ed.). Pearson.		
Teaching Learning Strategies		
1. Interactive lectures and classroom discussion 2. Group work and community-based activities 3. Field Visit to any NGO 4. Short documentary screening (Acid Attacks survival and help from Diplex, Edhi Foundation or old age homes)		
Assignments: Types and Number with Calendar		
1. Assignment 1 (Week 4) Reflective Essays “Need of Social work” 2. Assignment 2 (Week 10) Group Presentation 3. Field Visit to a welfare organization or shelter home 4. Quiz		

Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

**Institute of Social and Cultural Sciences
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Digital Sociology				
Course Introduction					
In what ways do we see the digital world? What distinctions exist between those experiences and the analogue world? The empirical or physical world? Which world is "real"? What effects do our location and identity have on how we interact with the digital world? Sociological ideas and techniques are introduced in this course for analyzing people and/or digital surroundings. While social media will undoubtedly be closely examined, we will also delve at privacy, identity, employment, law, and justice to comprehend how important systems react to and evolve as a result of advancements in digital technology.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Use important sociological ideas and concepts to critically examine how digital technologies affect relationships, social structures, and cultural practices. 2. Analyze how digital platforms influence power relations, inequality, community, and identity in both local and global contexts. 3. Exhibit knowledge of the methodological, ethical, and political difficulties associated with sociological research in digital settings. 4. Examine current issues including online activism, digital monitoring, the gig economy, and the digital divide using sociological frameworks. 5. Using interdisciplinary resources, create well-informed arguments and case studies on digital phenomena for written assignments, presentations, and research projects.					
Course Content				Assignments / readings	
Week 1	Unit 1: Introduction to Digital Sociology 1.1. Defining Digital Sociology; Historical context of digital technologies in society.			Reading: Chayko, M. (2021). <i>Superconnected</i> (Chapter 1: The Digital Landscape). Assignment: Reflection Paper: "The 'Real' vs. The	

		'Virtual': A Personal Account of Digital Life."
Week 2	Unit 1: Introduction to Digital Sociology (Continued) 1.2. Evolution of digital media. 1.3. The role of digital technologies in modern society.	Reading: Tolentino, J. (2019). The I in the Internet. <i>The New Yorker</i> . Assignment: Timeline Construction: Map the evolution of digital media and its societal impact in Pakistan.
Week 3	Unit 2: Theories of Digital Society 2.1. Network Society (Castells), Technological Determinism, Social Construction of Technology. 2.2. The concept of the Network Society.	Reading: Ritzer, G. (2013). <i>The McDonaldization of society</i> (Chapter on Efficiency and Technology). Assignment: Short Essay: Compare Technological Determinism and Social Construction of Technology using a local example.
Week 4	Unit 2: Theories of Digital Society (Continued) 2.3. Theories explaining the relationship between technology and society. Unit 3: Digital Identity and Online Interaction 3.1 Self-presentation, anonymity, digital footprints, online community.	Reading: Marwick, A. E., & boyd, d. (2011). To see and be seen: Celebrity practice on Twitter. Assignment: Case Study: Analyze the self-presentation strategies of a popular Pakistani influencer.
Week 5	Unit 3: Digital Identity and Online Interaction (Continued) 3.2. The construction of identity in digital spaces. 3.3. The impact of digital interactions on self-perception.	Reading: Chayko, M. (2021). <i>Superconnected</i> (Chapter on Identity). Assignment: Digital Audit: Google yourself (or a peer) and analyze the "digital footprint" findings.
Week 6	Unit 4: Social Media and Society 4.1. Platforms as social spaces, algorithms, echo chambers, digital activism.	Reading: Tufekci, Z. (2014). Big questions for social media big data. Assignment: Group Presentation: "Digital Activism in Pakistan: Successes and Limitations."
Week 7	Unit 4: Social Media and Society (Continued) 4.2. The role of algorithms in shaping online behavior.	Reading: Bucher, T. (2021). <i>Programming the news</i> (Chapter 1). Assignment: Experiment:

	4.3. The phenomenon of echo chambers and filter bubbles.	Compare news feeds on two different devices/accounts and report on algorithmic differences.
Week 8	Unit 5: Surveillance and Privacy in the Digital Age 5.1. Digital surveillance, data privacy, governmental and corporate monitoring	Reading: Zuboff, S. (2019). <i>The age of surveillance capitalism</i> (Introduction). Assignment: Critical Review: Analyze the privacy policy of a commonly used app (e.g., WhatsApp, TikTok).
Week 9	Unit 5: Surveillance and Privacy in the Digital Age (Continued) 5.2. Mechanisms of digital surveillance. 5.3. The balance between security and privacy.	Reading: Lyon, D. (2018). <i>The culture of surveillance</i> (Chapter 1). Assignment: Debate: "Security vs. Privacy: The role of the state in digital monitoring."
Week 10	Unit 6: Digital Labor and the Gig Economy 6.1. Online work platforms, labor rights, digital entrepreneurship. 6.2. The rise of gig work and its implications.	Reading: Scholz, T. (2016). <i>Uberworked and underpaid</i> (Chapter 1). Assignment: Interview Report: Conduct a short interview with a gig worker (e.g., Careem, Foodpanda, Upwork) about their working conditions.
Week 11	Unit 6: Digital Labor and the Gig Economy (Continued) 6.3. Labor rights in the digital economy. Unit 7: Ethics and Methodologies in Digital Research 7.1. Ethical considerations, data collection methods, digital ethnography	Reading: Back, L. (2012). Live sociology: Social research and its futures. Assignment: Proposal: Design a methodology for a digital ethnography project.
Week 12	Unit 8: Gender and Race in Digital Spaces 8.1. Representation, online harassment, intersectionality. 8.2. Gender and racial disparities in digital spaces.	Reading: Noble, S. U. (2018). <i>Algorithms of oppression</i> (Introduction). Assignment: Content Analysis: Examine the comment section of a news post regarding a minority group in Pakistan for hate speech patterns.
Week 13	Unit 8: Gender and Race in Digital Spaces 8.1. Representation, online harassment, intersectionality. 8.2. Gender and racial disparities in digital spaces.	Reading: Wajcman, J. (2004). <i>TechnoFeminism</i> (Selected Chapter). Assignment: Quiz: Concepts of intersectionality and digital divide.
Week 14	Unit 9: Digital Communities and Social Capital (Continued)	Reading: Wellman, B., & Gulia, M. (1999). Virtual communities

	9.2. The formation and dynamics of online communities. 9.3. The concept of social capital in digital contexts.	as communities. Assignment: Observation: Join an online community (Reddit/Facebook Group) and analyze the social capital dynamics.
Week 15	Unit 10: Digital Consumerism and Culture 10.1. Online shopping, digital advertising, consumer behavior. 10.2. The influence of digital platforms on consumer choices. 10.3. The role of data in shaping consumer behavior.	Reading: Couldry, N., & Mejias, U. A. (2019). <i>The costs of connection</i> (Chapter on Data Colonialism). Assignment: Final Project Presentation: Present findings from your semester-long digital sociology research project.
Week 16	Unit 11: The Future of Digital Society 11.1. Emerging technologies (AI, IoT), digital governance, future trends. 11.2. The impact of artificial intelligence on society. 11.3. The role of the Internet of Things in everyday life	Reading: Dencik, L., Hintz, A., & Redden, J. (2022). <i>Data justice</i> (Conclusion). Assignment: Final Exam Preparation and Course Review.
Textbooks and Reading Material		
Back, L. (2012). Live sociology: Social research and its futures. <i>The Sociological Review</i>, 60(1_suppl), 18–39. https://doi.org/10.1111/j.1467-954X.2012.02114.x Bucher, T. (2021). <i>Programming the news: The rise of the algorithmic newsroom</i>. Polity Press. Chayko, M. (2021). <i>Superconnected: The internet, digital media, and techno-social life</i> (3rd ed.). SAGE Publications. Couldry, N., & Mejias, U. A. (2019). <i>The costs of connection: How data is colonizing human life and appropriating it for capitalism</i>. Stanford University Press. Dencik, L., Hintz, A., & Redden, J. (2022). <i>Data justice: Exploring the implications of data-driven surveillance and control</i>. SAGE Publications. Lyon, D. (2018). <i>The culture of surveillance: Watching as a way of life</i>. Polity Press. Marwick, A. E., & boyd, d. (2011). To see and be seen: Celebrity practice on Twitter. <i>Convergence</i>, 17(2), 139–158. https://doi.org/10.1177/1354856510394539 Noble, S. U. (2018). <i>Algorithms of oppression: How search engines reinforce racism</i>. NYU Press. Ritzer, G. (2012). <i>Introduction to sociology</i> (3rd ed.). McGraw-Hill Education.		

- Ritzer, G. (2013). *The McDonaldization of society* (20th anniversary ed.). SAGE Publications.
- Scholz, T. (2016). *Uberworked and underpaid: How workers are disrupting the digital economy*. Polity Press.
- Sorj, B. (2008). Information societies and digital divides. *arXiv preprint* arXiv:0807.2743.
<https://arxiv.org/abs/0807.2743>
- Tolentino, J. (2019, May 13). The I in the Internet. *The New Yorker*.
<https://www.newyorker.com/magazine/2019/05/20/the-i-in-internet>
- Tufekci, Z. (2014). Big questions for social media big data: Representativeness, validity and other methodological pitfalls. *arXiv preprint* arXiv:1403.7400.
<https://arxiv.org/abs/1403.7400>
- Wajcman, J. (2004). *TechnoFeminism*. Polity Press.
- Wellman, B., & Gulia, M. (1999). Virtual communities as communities: Net surfers don't ride alone. In P. Kollock & M. Smith (Eds.), *Communities in cyberspace* (pp. 167–194). Routledge.
- Zuboff, S. (2019). *The age of surveillance capitalism: The fight for a human future at the new frontier of power*. PublicAffairs.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course.

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc..
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Clinical Sociology				
Course Introduction					
This course provides students with a comprehensive understanding of Clinical Sociology as both a theoretical and applied field concerned with assessing and intervening in individual, group, organizational, and community issues. It explores how sociological knowledge and methods are used to develop solutions to real-world social problems, with a particular focus on preventive programming, mediation, and conflict resolution. Emphasizing the intervention process, the course trains students to diagnose social issues, formulate appropriate strategies, and evaluate outcomes. Through interactive case studies, simulations, and applied research, students will gain the critical skills required to act as change agents in diverse social settings.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Demonstrate an understanding of the concepts, and theories of clinical sociology; 2. develop skills of intervention, the process of intervention, and clinical; and 3. learn mediation and conflict resolution, evaluation, and preventive programming.					
Course Content					Assignments / readings
Week 1	Introduction to Clinical Sociology 1.1 Sociological Practice		Reading: Straus, R. A. (1979). Introduction: The reemergence of clinical sociology. Assignment: Short Essay: Define Clinical Sociology and its relevance in Pakistani society.		
Week 2	1.1.1 Applied Sociology vs. 1.1.2 Clinical Sociology		Reading: Fritz, J. M. (2021). The history of clinical sociology in the United States (pp. 35–55). Assignment: Comparative Chart: Distinguish between Applied and Clinical Sociology.		
Week 3	1.2 Interrelation and Difference 2. Theories in Clinical Sociology		Reading: Wan, P. M., & Wan, A. H. (2020). Clinical sociology (Chapter on Theoretical Frameworks). Assignment: Group Discussion: How does sociological imagination apply to clinical practice?		
Week 4	Theories in Clinical Sociology (Continued) 3. Communication and Relationships with Clients		Reading: Warren, C. A. B. (1985). Clinical and research interviewing in sociology. Assignment: Role Play: Practicing effective communication and active listening skills.		

Week 5	4. Ethics in Clinical Sociology	Reading: Bailey, C., & Lanza, R. (2023). Applied clinical sociology (Chapter on Ethics). Assignment: Case Study Analysis: Identifying ethical dilemmas in client intervention.
Week 6	5. Intervention 5.1 Levels of Intervention: 5.1.1 With Individuals	Reading: Rebach, H., & Bruhn, J. G. (2001). Handbook of clinical sociology (Chapter on Individual Intervention). Assignment: Drafting an intervention plan for a hypothetical individual case.
Week 7	5.1.2 With Families 5.1.3 With Groups	Reading: Hall, C. M. (2006). Narrative as vital methodology in clinical sociology. Assignment: Group Project: Design a family intervention strategy.
Week 8	5.1.4 With Communities 5.1.5 With Formal Organizations	Reading: Sengstock, M. C. (1987). Sociological strategies for developing community resources. Assignment: Community Needs Assessment: Identify a local issue and propose a clinical approach.
Week 9	5.2 The Process of Intervention 5.2.1 Assessment	Reading: Gondolf, E. W. (1985). Teaching clinical sociology: The introductory course. Assignment: Midterm Assessment.
Week 10	5.2.2 Programme Planning 5.2.3 Programme Implementation	Reading: Lee, A. M. (1984). Overcoming barriers to clinical sociology. Assignment: Develop a Logic Model for a social program.
Week 11	5.2.4 Programme Evaluation 6.1 Mediation and Conflict Resolution	Reading: Thompson, N. (2017). Applied sociology (Chapter on Evaluation). Assignment: Simulation: Conducting a mediation session between conflicting parties.
Week 12	6.2 Evaluation 6.3 Preventive Programming	Reading: Rebach, H., & Bruhn, J. G. (2001). Handbook of clinical sociology (Chapter on Prevention). Assignment: Proposal: Design a preventive program for youth delinquency.
Week 13	Review of Clinical Sociology Practice 7. Application to Contemporary Social Problems	Reading: Vissing, Y., et al. (2021). Clinical sociology and its application to analysis of unaccompanied children. Assignment: Case Study Selection for Final Presentation.
Week 14	Case Studies (Social Issues – Part 1 & 2)	Reading: Hossfeld, L., et al. (2021). The Routledge international handbook of public sociology. Assignment: Student Presentations: Analysis

		of specific social issues using clinical methods.
Week 15	Case Studies (Social Issues – Part 3) Discussion on studies	Reading: Review of course readings. Assignment: Peer Review of presented case studies.
Week 16	Group Work / Presentations Final exams preparation	Reading: None. Assignment: Final Exam Preparation.
Textbooks and Reading Material		
Bailey, C., & Lanza, R. (2023). <i>Applied clinical sociology: Humanizing research, interventions, and change</i>. Routledge. Fritz, J. M. (2021). The history of clinical sociology in the United States. In J. M. Fritz (Ed.), <i>International clinical sociology</i> (pp. 35–55). Springer. Hossfeld, L., Kelly, E. B., & Hossfeld, C. (Eds.). (2021). <i>The Routledge international handbook of public sociology</i>. Routledge. Rebach, H., & Bruhn, J. G. (Eds.). (2001). <i>Handbook of clinical sociology</i> (2nd ed.). Springer. Straus, R. A. (1979). Introduction: The reemergence of clinical sociology. <i>American Behavioral Scientist</i>, 23(3), 477–482. Thompson, N. (2017). <i>Applied sociology</i>. Routledge. Vissing, Y., Leitão, S., & Fritz, J. M. (2021). Clinical sociology and its application to analysis of unaccompanied children. In <i>The rights of unaccompanied minors</i> (pp. 1–18). Springer. Wan, P. M., & Wan, A. H. (2020). <i>Clinical sociology</i>. Springer International Publishing. Warren, C. A. B. (1985). Clinical and research interviewing in sociology. <i>Clinical Sociology Review</i>, 3, 72–84. Gondolf, E. W. (1985). Teaching clinical sociology: The introductory course. <i>Clinical Sociology Review</i>, 3, 143–149. Hall, C. M. (2006). Narrative as vital methodology in clinical sociology. <i>Sociological Practice</i>, 8(1), 53–67. Lee, A. M. (1984). Overcoming barriers to clinical sociology. <i>Clinical Sociology Review</i>, 2, 42–50. Sengstock, M. C. (1987). Sociological strategies for developing community resources: Abused wives as an example. <i>Clinical Sociology Review</i>, 5, 132–143.		
Teaching Learning Strategies		

5. Interactive lectures to introduce and explain key concepts 6. Guided class discussions to foster critical thinking and deeper understanding 7. Collaborative group work to encourage peer learning and practical application of concepts 8. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance			
Assessment			
Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	Written examination at the mid-point of the semester, comprising a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written examination at the end of the semester comprising a combination of long questions, short questions, and multiple-choice questions (MCQs).

Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline

Programme	BS in Sociology	Course Code		Credit Hours	
Course Title	Management of Resettlement and Rehabilitation				
Course Introduction					
This course offers a comprehensive overview of the social and economic consequences of displacement caused by large-scale infrastructure and development projects. It critically examines both involuntary and development-induced displacement, focusing on legal, institutional, and participatory frameworks for land acquisition, compensation, and resettlement. Students will be introduced to global best practices in resettlement planning and the principles of sustainable and inclusive rehabilitation, including Social Impact Assessment (SIA), stakeholder engagement, and livelihood restoration strategies. The course combines theoretical grounding with practical tools such as the Impoverishment Risks and Reconstruction (IRR) model and Resettlement Action Plan (RAP) preparation, equipping students to assess, plan, and implement equitable resettlement solutions in line with international standards.					
Learning Outcomes					
On the completion of the course, the students will be able to: 1. Understand the causes, types, and dimensions of displacement and its implications for development and human rights. 2. Analyze national and international regulatory frameworks, tools, and models used in the planning and management of resettlement and rehabilitation. 3. Develop skills to identify stakeholders, assess conflicts, and design inclusive strategies for livelihood restoration, benefit sharing, and sustainable resettlement implementation.					
Course Content				Readings & Assignments	
Week 1	1. Introduction to Displacement: Concepts and Causes			Reading: Cernea, M. M. (2000). Risks, safeguards and reconstruction: A model for population displacement. Assignment: Essay: "The paradox of development-induced displacement."	
	1.1. Sustainable Development, Infrastructure Development Projects and Displacement				
Week 2	1.2. Involuntary Displacement vs. Voluntary Migration			Reading: Amin, W., et al. (2021). Understanding	

	1.3. Factors that lead to Displacements	various dimensions of resettlement and rehabilitation. Assignment: Case Comparison: Analyze voluntary migration vs. involuntary displacement scenarios.
Week 3	Types of Displacement 1.3.1. Natural Disasters Induced	Reading: Branch, K., et al. (2019). Guide to social assessment: A framework for assessing social change. Assignment: News Analysis: Identify recent examples of disaster/conflict displacement.
	1.3.2. Conflict Induced Displacement	
Week 4	Development & Dimensions 1.3.3. Development Induced Displacement	Reading: Mathur, H. M. (2006). Managing resettlement in India: Approaches, issues, experiences. Assignment: Report: Analyze the social and cultural dimensions of a specific dam project.
	1.4. Dimensions (Physical, Economic, Social, and Cultural)	
Week 5	2. Infrastructural Projects and Development Project Cycle	Reading: The World Bank. (2004). Involuntary resettlement sourcebook (Chapter 1). Assignment: Diagram the project cycle identifying where displacement risks arise.
	2.1. Introduction to the Development Project Cycle	
Week 6	2.2. Infrastructure Projects and their Foot Prints	Reading: Rhoads, R., & Mugenyi, O. (2019). Analysis of a country framework for land acquisition. Assignment: Legal Review: Compare the Land Acquisition Act 1894 with current reforms.
	3.1. Regulatory Frameworks for Land Acquisition in Pakistan	
Week 7	3.2. Impoverishment, Risks and Reconstruction (IRR) Model	Reading: Cernea, M. M. (2000). (Deep dive into IRR Model). Assignment: Midterm Assessment.
	3.3. International Best Policies and Practices for LARR	

Week 8	4. Introduction to Impact Assessments	Reading: Vanclay, F. (2003). International principles for social impact assessment. Assignment: Identify potential impacts of a hypothetical highway project.
	4.1. Key Impacts of Public Infrastructure Projects	
Week 9	4.2. Avoid, Minimize and Mitigate (AMM)	Reading: Blakley, J. A., & Franks, D. M. (Eds.). (2021). Handbook of cumulative impact assessment. Assignment: Draft a mitigation strategy for a hypothetical project.
	4.3. Different Types of Impact Assessments	
Week 10	4.4. Social Impact Assessment (SIA)	Reading: Branch, K., et al. (2019). (Chapter on Stakeholders). Assignment: Stakeholder Mapping: Create a stakeholder matrix for a local project.
	5.1. Stakeholders: Identification and Engagement	
Week 11	5.2. Consultation: Process, Strategy and Tools	Reading: Partridge, W. L., & Halmo, D. B. (2020). Resettling displaced communities. Assignment: Design a consultation plan for affected communities.
	5. Conflict Assessment and Analysis	
Week 12	5.1. Identifying and Assessing Existing and Potential Conflicts	Reading: Singer, J. (Ed.). (2019). Country frameworks for development displacement. Assignment: Conflict Analysis Framework application.
	5.2. Management of Conflicts about RAP Preparation and Implementation	
Week 13	6.1. Resettlement Action Plan (RAP): Objectives and Tools	Reading: The World Bank. (2004). Involuntary resettlement sourcebook (Chapter on RAP). Assignment: Draft a PAP (Project Affected Persons) Profile format.
	6.2. PAP Profile and Compensation Principles	
Week 14	6.3. Entitlement Matrix and Institutional Arrangement	Reading: Burra, S. (1999). Resettlement and rehabilitation of the urban poor.
	8.1. Livelihood Restoration: Scope, Objectives and Importance	

		Assignment: Develop a simplified Entitlement Matrix.
Week 15	8.2. Strategies and Planning of Livelihood Restoration	Reading: Mathur, H. M. (2011). <i>Resettling displaced people: Policy and practice in India</i> . Assignment: Group Presentation: Proposed Livelihood Restoration Plan.
	8.3. Benefit Sharing: Concepts, Approaches, and Practices	
Week 16	8. Implementing Resettlement Action Plan (RAP)	Reading: Review of key texts. Assignment: Final Exam Preparation.
	8.1. Compensation, Displacement and Rehabilitation 8.2. Entitlement Matrices	
Textbooks and Reading Material		
Amin, W., Gul, A., & Hassan, G. (2021). Understanding various dimensions of resettlement and rehabilitation in the context of development-induced displacement: A review study. <i>Research Journal of Humanities and Social Sciences</i>, 12(2), 115–119. Blakley, J. A., & Franks, D. M. (Eds.). (2021). <i>Handbook of cumulative impact assessment</i>. Edward Elgar Publishing. Branch, K., Hooper, D. A., Thompson, J., & Creighton, J. (2019). <i>Guide to social assessment: A framework for assessing social change</i>. Routledge. Burra, S. (1999). Resettlement and rehabilitation of the urban poor: The story of Kanjur Marg. <i>Development Planning Unit, University College London</i>. Cernea, M. M. (2000). Risks, safeguards and reconstruction: A model for population displacement and resettlement. <i>Economic and Political Weekly</i>, 35(41), 3659–3678. Mathur, H. M. (2006). <i>Managing resettlement in India: Approaches, issues, experiences</i>. Oxford University Press. Mathur, H. M. (2011). <i>Resettling displaced people: Policy and practice in India</i>. Routledge. Partridge, W. L., & Halmo, D. B. (2020). <i>Resettling displaced communities: Applying the international standard for involuntary resettlement</i>. Lexington Books. Rhoads, R., & Mugenyi, O. (2019). Analysis of a country framework for land acquisition, resettlement and rehabilitation. In J. Singer (Ed.), <i>Country frameworks for development displacement and resettlement: Reducing risk, building resilience</i> (pp. 76–91). Routledge.		

Singer, J. (Ed.). (2019). *Country frameworks for development displacement and resettlement: Reducing risk, building resilience*. Routledge.

The World Bank. (2004). *Involuntary resettlement sourcebook: Planning and implementation in development projects*. Washington, DC: The World Bank.

Vanclay, F. (2003). International principles for social impact assessment. *Impact Assessment and Project Appraisal*, 21(1), 5–11.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

**Institute of Social and Cultural Studies
Faculty of Behavior and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Social Psychology				
Course Introduction					
This course provides an in-depth introduction to the core principles of social psychology, examining how individuals perceive themselves and others, form attitudes, and engage in social interactions. Through a blend of theory, empirical research, and real-world application, students will explore key topics such as self-concept, social cognition, persuasion, group dynamics, and interpersonal relationships. The course aims to develop critical thinking and analytical skills, enabling students to apply psychological insights to contemporary social challenges and everyday experiences.					
Learning Outcomes					
By the end of the course, students will be able to:					
1. Explain foundational theories and concepts related to the self, social perception, and group behavior in social psychology. 2. Analyze interpersonal processes such as attribution, persuasion, and social influence using psychological frameworks. 3. Evaluate the relevance of social psychological theories to real-life issues, including group conflict, identity, and social change.					
Course Content			Assignments and readings		
Week 1	Introduction to Social Psychology		Reading: Allport, G. W. (1985). The historical background of modern social psychology. Reading Link: https://www.simplypsychology.org/social-psychology.html Assignment: Reflection Paper: "How social psychology differs from clinical psychology."		
	Definition, Scope & Historical Background				
Week 2	Distinctions from Related Fields + Applications in Daily Life		Reading: Aronson, E., Wilson, T. D., & Akert, R. M. (2013). Social psychology (Chapter 2). Reading Link: https://www.simplypsychology.org/research-methods.html Assignment: Research Design: Propose a simple survey study on a social behavior.		
	Research Methods in Social Psychology Scientific Approach + Types of Research				
Week 3	Survey, Field, Archival Methods & Ethical Considerations		Reading: Fiske, S. T. (2022). Social beings: A core motives approach to social		
	Social Cognition Schemas, Heuristics & Biases				

	Attribution Theories & Causes of Behavior	psychology (Chapter on Cognition). Assignment: Heuristics Log: Identify cognitive biases in your daily decisions.
Week 4	The Self in Social Psychology Impression Formation & Accuracy	Reading: Baumeister, R. F., & Bushman, B. J. (2020). Social psychology and human nature (Chapter on The Self). Assignment: Self-Assessment: Conduct a brief self-concept inventory.
	Self-Concept, Esteem, Regulation & Culture	
Week 5	Attitudes and Persuasion Attitude Structure, Formation & Change	Reading: Gilovich, T., et al. (2019). Social psychology (Chapter on Attitudes). Assignment: Ad Analysis: Analyze advertisements for persuasion techniques (ELM).
	Cognitive Dissonance, ELM & HSM	
Week 6	Social Influence Conformity, Compliance & Obedience	Reading: Doliński, D., & Grzyb, T. (2021). The social psychology of social influence. Assignment: Video Review: Analyze a documentary on the Milgram or Stanford Prison experiment.
	Classic Experiments (Asch, Milgram, Zimbardo)	
Week 7	Interpersonal Attraction Proximity, Similarity, Reciprocity	Reading: Crisp, R. J., & Turner, R. N. (2020). Essential social psychology (Chapter on Relationships). Assignment: Survey: Factors influencing attraction among peers.
	Theories of Love & Relationship Dynamics	
Week 8	Relationships & Communication Attachment Styles & Communication	Reading: Crisp, R. J., & Turner, R. N. (2020). Essential social psychology (Chapter on Relationships). Assignment: Survey: Factors influencing attraction among peers.
	Conflict & Relationship Maintenance	
Week 9	Helping Behavior Prosocial Behavior: Motives & Barriers	Reading: Forgas, J. P., et al. (Eds.). (2021). The social psychology of inequality (Chapter on Helping). Assignment: Observation: Observe and record helping behaviors in a public setting. Reading: Baron, R. A., & Branscombe, N. R. (2019). Social psychology (Chapter on Prejudice). Assignment: Implicit Bias Test: Take an online IAT test and reflect on results.
	Bystander Effect, Diffusion of Responsibility	
Week 10	Social Justice & Reducing Bias Prejudice, Stereotypes & Discrimination	Reading: Baumeister, R. F., & Bushman, B. J. (2020). (Chapter on Aggression). Assignment: Media Analysis: Review a film/video game for aggressive cues.
	Reducing Bias: Intergroup Contact & Education	
Week 11	Aggression Causes: Biological, Environmental, Psychological	Reading: Forgas, J. P., et al. (Eds.). (2021). The social psychology of inequality (Chapter on Helping).

	Types of Aggression & Media Effects	Assignment: Observation: Observe and record helping behaviors in a public setting. Reading: Baron, R. A., & Branscombe, N. R. (2019). Social psychology (Chapter on Prejudice). Assignment: Implicit Bias Test: Take an online IAT test and reflect on results.
Week 12	Reducing Aggression	Reading: Baumeister, R. F., & Bushman, B. J. (2020). (Chapter on Aggression). Assignment: Media Analysis: Review a film/video game for aggressive cues.
	Desensitization, Intervention & Reduction Strategies	
Week 13	Case Studies & Group Discussion	Reading: Kassir, S., Fein, S., & Markus, H. R. (2021). Social psychology (Chapter on Culture). Assignment: Comparative Essay: Individualism vs Collectivism in Pakistan. Reading: Fiske, S. T. (2022). (Chapter on Cultural Psychology). Assignment: Group Presentation Preparation.
	Culture and Social Behavior	
Week 14	Individualism vs. Collectivism	Reading: Kassir, S., Fein, S., & Markus, H. R. (2021). Social psychology (Chapter on Culture). Assignment: Comparative Essay: Individualism vs Collectivism in Pakistan. Reading: Fiske, S. T. (2022). (Chapter on Cultural Psychology). Assignment: Group Presentation Preparation.
	Culture’s Role in Norms, Values & Identity	
Week 15	Cross-Cultural Contexts	Reading: None. Assignment: Final Presentations with Peer Feedback.
	Cross-Cultural Social Behavior	
Week 16	Relevance to Pakistani Society & Globalization	Reading: Kassir, S., Fein, S., & Markus, H. R. (2021). Social psychology (Chapter on Culture). Assignment: Comparative Essay: Individualism vs Collectivism in Pakistan. Reading: Fiske, S. T. (2022). (Chapter on Cultural Psychology). Assignment: Group Presentation Preparation.
	Student Presentations	
Week 17	Presentations: Social Media, Extremism, Gender, etc.	Reading: Kassir, S., Fein, S., & Markus, H. R. (2021). Social psychology (Chapter on Culture). Assignment: Comparative Essay: Individualism vs Collectivism in Pakistan. Reading: Fiske, S. T. (2022). (Chapter on Cultural Psychology). Assignment: Group Presentation Preparation.
	Presentations Continue + Peer Feedback	
Week 18	Assessment and Course Review	Reading: None. Assignment: Final Presentations with Peer Feedback.
	Concept Integration & Group Reflection	
Textbooks and Reading Material		
Aronson, E., Ellsworth, P., & Carlsmith, J. M. (1990). <i>Readings about the social animal</i> (7th ed.). W. H. Freeman.		
Aronson, E., Wilson, T. D., & Akert, R. M. (2013). <i>Social psychology</i> (8th ed.). Pearson.		
Allport, G. W. (1985). <i>The historical background of modern social psychology</i> . Random House.		
Baron, R. A., & Branscombe, N. R. (2019). <i>Social psychology</i> (14th ed.). Pearson.		

Baumeister, R. F., & Bushman, B. J. (2020). <i>Social psychology and human nature</i> (5th ed.). Cengage Learning.			
Crisp, R. J., & Turner, R. N. (2020). <i>Essential social psychology</i> (5th ed.). Sage.			
Doliński, D., & Grzyb, T. (2021). <i>The social psychology of social influence: From compliance to social change</i> . Routledge.			
Fiske, S. T. (2022). <i>Social beings: A core motives approach to social psychology</i> (5th ed.). Wiley.			
Forgas, J. P., Jussim, L. J., & Van Lange, P. A. M. (Eds.). (2021). <i>The social psychology of inequality</i> . Routledge.			
Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2019). <i>Social psychology</i> (5th ed.). W. W. Norton & Company.			
Kassin, S., Fein, S., & Markus, H. R. (2021). <i>Social psychology</i> (11th ed.). Cengage Learning.			
Smith, E. R., & Mackie, D. M. (2023). <i>Social psychology</i> (5th ed.). Cambridge University Press.			
Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (Eds.). (2021). <i>Social psychology: Handbook of basic principles</i> (3rd ed.). Guilford Press.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester..

Checklist for a New Academic Program

Parameters	YES/NO
1. Department Mission and Introduction	YES ☒ NO ☐
2. Program Introduction	YES ☒ NO ☐
3. Program Alignment with University Mission	YES ☒ NO ☐
4. Program Objectives	YES ☒ NO ☐
5. Market Need/ Rationale	YES ☒ NO ☐
6. Admission Eligibility Criteria	YES ☒ NO ☐
7. Duration of the Program	YES ☒ NO ☐
8. Assessment Criteria	YES ☒ NO ☐
9. Courses Categorization as per HEC Recommendation	YES ☒ NO ☐
10. Curriculum Difference	YES ☒ NO ☐
11. Study Scheme / Semester-wise Workload	YES ☒ NO ☐
12. Award of Degree	YES ☒ NO ☐
13. Faculty Strength	YES ☒ NO ☐
14. NOC from Professional Councils (if applicable)	YES ☒ NO ☐

Program Coordinator

Director

Checklist for a New Academic Program

Parameters	YES/NO	
15. Department Mission and Introduction	YES ☐	NO ☐
16. Program Introduction	YES ☐	NO ☐
17. Program Alignment with University Mission	YES ☐	NO ☐
18. Program Objectives	YES ☐	NO ☐
19. Market Need/ Rationale	YES ☐	NO ☐
20. Admission Eligibility Criteria	YES ☐	NO ☐
21. Duration of the Program	YES ☐	NO ☐
22. Assessment Criteria	YES ☐	NO ☐
23. Courses Categorization as per HEC Recommendation	YES ☐	NO ☐
24. Curriculum Difference	YES ☐	NO ☐
25. Study Scheme / Semester-wise Workload	YES ☐	NO ☐
26. Award of Degree	YES ☐	NO ☐
27. Faculty Strength	YES ☐	NO ☐
28. NOC from Professional Councils (if applicable)	YES ☐	NO ☐

Program Coordinator

Chairperson